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ABSTRACT

This style manual, published by the National Education Association (NEA) for writers and editors, has been prepared to update and clarify questions of literary usage. The manual contains sections on abbreviations and symbols, capitalization, dates and time, division of words, foreign words and phrases, italics, lists and enumerations, numbers and figures, plurals, punctuation, titles (appellations) and generic personal references, tables, bibliographical and footnote references, identification on NEA-produced materials, title and page reverse, and preparing copy for the typesetter. (RB)

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STYLE
MANUAL

NEA Style Manual for Writers and Editors

A National
Education Association
Publication

1974 Edition

National Education Association
Washington, D.C. 20036

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FOREWORD

This edition of the *Style Manual* has been prepared to update and clarify questions of literary usage in general and of NEA style in particular so far as Association policies and educational particularities dictate special attention. Association leaders and staff are urged to consult this book regularly and to direct their questions and suggestions to NEA Publishing, Room 609, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.

The rules set down here cannot be exhaustive. For questions not covered here, consult any reputable authority. Both the *Government Printing Office Style Manual* and the University of Chicago's *Manual of Style* are comprehensive in terms of grammar, punctuation, and the mechanics of writing and expression. Wilson Follett's *Modern American Usage* is excellent for subtleties of meaning, and Strunk and White's *Elements of Style* is without rival both for its conciseness and its views on rhetoric. The latest editions of *Webster's New International Dictionary* (1961) and *Webster's New Collegiate Dictionary* (1973) are recommended.

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1. ABBREVIATIONS AND SYMBOLS

1.1. General Rules

1.1.1. Periods generally should be used after abbreviations and certain contractions of words and after a single letter or double letters representing words (see 1.2.4. for abbreviations of states and 1.5. for treatment of symbols):

A.B.	bachelor of arts
abbr.	abbreviation
acct.	account
A.D.	in the year of our Lord [Christian era]
a.m.	before noon
approx.	approximately
assn.	association
assoc.	associate
asst.	assistant
B.A.	bachelor of arts
B.C.	before Christ
bf	boldface
CATV	community antenna television, cable television
cf.	compare, see
chap.	chapter
c.o.d.	cash on delivery
col., cols.	column, columns
cont.	continued
D.D.	doctor of divinity
D.D.S.	doctor of dental surgery
D.S.T.	daylight saving time
D. Lit.	doctor of literature
dept.	department
div.	division
educ.	education
e.g.,	for example [always followed by a comma]
E.S.T.	Eastern standard time
et al.	and others
et seq.	and the following
etc.	and so forth
f., ff.	and following page, and following pages
fig.	figure
GNP	gross national product
ibid.	in the same place

IQ	intelligence quotient
IOU	"I owe you"
i.e.,	that is [always followed by a comma]
J.D.	doctor of laws
lf	lightface
LL.B.	bachelor of laws
LL.D.	doctor of laws
loc. cit.	in the place cited
m.	noon
M.A.	master of arts
M.D.	doctor of medicine
M.S.	master of science
n., nn.	note, notes
no., nos.	number, numbers
op. cit.	in the work cited
p., pp.	page, pages
par.	paragraph
Ph.D.	doctor of philosophy
pl.	plate
p.m.	afternoon
pro tem	temporarily
sic	thus
vol.	volume
wf	wrong font

EXCEPTION: The abbreviation *b & w* (black and white) used in references to films and filmstrips should be set with space and without periods. Neither period nor space should be used with *mm*, the abbreviation of *millimeter*, in referring to films; with *rpm*, the abbreviation of *revolutions per minute*, in referring to recordings; or with *ips*, the abbreviation of *inches per second*, in referring to taped recordings:

16mm 45rpm 7½ips

1.1.2. Abbreviations composed of initials with periods should be set without space as should abbreviations of academic degrees:

U.S.S.R. B.A.
R.S.V.P. Ph.D.

EXCEPTION: Initials used for a person's given name should be set with space:

J. F. Kennedy

NOTE: Any initial preceding a surname should be followed by a period, even if it is not the abbreviation of a given name:

Harry S. Truman

1.1.3. Abbreviations in corporate and other formal names should follow the form used on the letterhead or on official publications: i.e., an ampersand should be used if it appears on the letterhead:

Harper & Row

NOTE: When it is not possible to obtain a company letterhead to determine the exact form of an organizational or corporate name, spell out all words about which abbreviation is uncertain.

NOTE: When *The* is part of the official title of a university or association, it is permissible to lower case the article in lists for consistency.

He is a member of The American Legion.

AEW sponsors include the National Education Association, the American Legion, and the U.S. Office of Education.

1.2. Terms for Political Divisions, Geographical Terms

1.2.1. The names of foreign countries (except the U.S.S.R.) should not be abbreviated.

1.2.2. *United States* should not be abbreviated when used as a noun but should be abbreviated to *U.S.* when used as an adjective:

U.S. government U.S. foreign policy

EXCEPTION: When used in conjunction with the name of a foreign country that is spelled out, *United States* should be spelled out even when used as an adjective:

United States–British talks
French, German, and United States governments

1.2.3. When the name of a state follows the name of a city or any political division or other geographical term, it may be abbreviated in lists, statistical matter, or bibliographic citations:

John Jones, president, New York, N.Y.
Mary Jones, secretary, Helena, Mont.
(*but*: Jones lives in Montana.)

1.2.4.a. These two-letter abbreviations were established by the U.S. Postal Service to facilitate the handling of mail and should be used on all correspondence:

Alabama	AL	Montana	MT
Alaska	AK	Nebraska	NB
Arizona	AZ	Nevada	NV
Arkansas	AR	New Hampshire	NH
California	CA	New Jersey	NJ
Canal Zone	CZ	New Mexico	NM
Colorado	CO	New York	NY
Connecticut	CT	North Carolina	NC
Delaware	DE	North Dakota	ND
District of Columbia	DC	Ohio	OH
Florida	FL	Oklahoma	OK
Georgia	GA	Oregon	OR
Guam	GU	Pennsylvania	PA
Hawaii	HI	Puerto Rico	PR
Idaho	ID	Rhode Island	RI
Illinois	IL	South Carolina	SC
Indiana	IN	South Dakota	SD
Iowa	IA	Tennessee	TN
Kansas	KS	Texas	TX
Kentucky	KY	Utah	UT
Louisiana	LA	Vermont	VT
Maine	ME	Virginia	VA
Maryland	MD	Virgin Islands	VI
Massachusetts	MA	Washington	WA
Michigan	MI	West Virginia	WV
Minnesota	MN	Wisconsin	WI
Mississippi	MS	Wyoming	WY
Missouri	MO		

1.2.4.b. Except for those states that are not commonly abbreviated (which appear in parentheses), the states of the United States and the District of Columbia should be abbreviated as follows when it is appropriate to do so in lists, references, and text (see 7.3.2. for alphabetization of abbreviations and 7.3.3. for the position of *District of Columbia*):

Ala.	Ill.	Mont.	P.R.
(Alaska)	Ind.	N.C.	R.I.
Ariz.	(Iowa)	N. Dak.	S.C.
Ark.	Kans.	Nebr.	S. Dak.
Calif.	Ky.*	Nev.	Tenn.
Colo.	La.	N.H.	Tex.
Conn.	(Maine)	N.J.	(Utah)
D.C.	Mass.*	N. Mex.	Va.*
Del.	Md.	N.Y.	Vt.
Fla.	Mich.	(Ohio)	Wash.
Ga.	Minn.	Okla.	Wis.
(Hawaii)	Miss.	Oreg.	W. Va.
(Idaho)	Mo.	Pa.*	Wyo.

*Kentucky, Massachusetts, Pennsylvania, and Virginia are officially styled commonwealths.

1.3. NEA Abbreviations

Following are lists of abbreviations of (a) departments, (b) national affiliates, and (c) associated organizations. These abbreviations should be used to avoid repeating long names after they have first been mentioned (see 1.5.2.).

(a)	ADTSEA	American Driver and Traffic Safety Education Association
	DSN	Department of School Nurses
	REA	Rural Education Association

The Department of Foreign Languages (DFL) and the Department of Vocational Education (DVE) are no longer active.

(b)	AAHPER	American Association for Health, Physical Education, and Recreation
	AECT	Association for Educational Communications and Technology
	AIAA	American Industrial Arts Association
	ASCD	Association for Supervision and Curriculum Development
	ATE	Association of Teacher Educators
	EKNE	American Association of Elementary-Kindergarten-Nursery Educators

	HEEA	Home Economics Education Association
	JEA	Journalism Education Association
	MENC	Music Educators National Conference
	NAEA	National Art Education Association
	NAES	National Association of Educational Secretaries
	NAPCAE	National Association for Public Continuing and Adult Education
	NASC	National Association of School Counselors
	NCSS	National Council for the Social Studies
	NCTM	National Council of Teachers of Mathematics
	NRTA	National Retired Teachers Association
(c)	AASL	American Association of School Librarians
	AEDS	Association for Educational Data Systems
	CEC	Council for Exceptional Children
	NBEA	National Business Education Association
	NSPRA	National School Public Relations Association
	NSTA	National Science Teachers Association
	NTL	National Training Laboratories
	SCA	Speech Communication Association

1.4. **References.** In parenthetical references in text and also in footnotes, bibliographies, tables, and similar matter, certain words designating parts of a publication should be abbreviated when accompanied by roman numerals, figures, or letters (see 2.3.2. for capitalization and 8.2. for use of numerals):

Jones argues (Vol. II, Chap. 6, pp. 67-68) that . . . .

col., cols. (column, –s)	No., Nos. (Number, –s)
Fig., Figs. (Figure, –s)	p., pp. (page, –s)
l., ll. (line, –s)	Pl., Pls. (Plate, –s)
n., nn. (note, –s)	Vol., Vols. (Volume, –s)

EXCEPTIONS:

Act IV, scene 2, line 15	Part IV
Appendix IV	Table 2
paragraph 6	

1.5. **Symbols**

1.5.1. Neither periods nor space should be used with initials that function as shortened names of government agencies and other organized bodies (see 1.1. for initials with periods):

HEW	NEA
VISTA	CARE
NLRB	PTA
AID	MIT
GPO	CWA

Commonly used symbols (IQ, CATV, IOU, SOS) should be set without periods and without space; also the symbols for radio and TV stations (WGMS, WNS-TV) and for standardized tests (*SAT, MMPI*), which should be set in italics (see 6.6.1.).

1.5.2. An unfamiliar symbol should not be used unless the full name or title for which it stands appears previously in the text:

> The National School Boards Association has been asked to sponsor the meeting, which will be attended by representatives of the NSBA as well as by representatives of the National Congress of Parents and Teachers and the National Education Association.

NOTE: When such a symbol is to be used at a considerable distance from the full name of the agency or organization—or when it may seem necessary for clarity for some other reason—the symbol should be noted in parentheses immediately after the first mention of the title:

> The National School Boards Association (NSBA) has been asked to sponsor the meeting. Discussion of the following topics is planned. . . .

2. CAPITALIZATION (see also 11.3. for appellations)

2.1. To Indicate Beginnings

2.1.1. When preceded by a formal introductory element followed by a colon, the first word of a complete sentence should be capitalized (see 10.4.3. for use of the colon):

> She offered several reasons for choosing Lake Ashton: (a) It would benefit the children, because they could learn to swim. (b) Its nearness to Boston would enable Harry to stay late on Sunday evenings. (c) Many of her friends were going there too.

EXCEPTION: The first word after a colon should not be capitalized when it introduces an element that is merely a restatement or amplification of the first element (see 10.4.1. and 10.4.2. for this use of the colon).

2.1.2. The first word of each item in a list or an enumeration in block form should be capitalized (see 7. for form of lists):

> He had three reasons for taking a vacation:
> 1. Fine weather
> 2. His longing for the sea
> 3. The failure of his business.

2.1.3. The first word of (a) a formally introduced quotation, (b) a cited speech in direct discourse, and (c) a direct thought or question should *always* begin with a capital (see 10.4.3. for use of colon and 10.9.1. for use of quotation marks):

> (a) The *Aeneid* begins: "Arma virumque cano. . . ."
> (b) He replied, "There will never be another holiday like this." He asked, "Who is she?"
> (c) I thought to myself, There will never be another holiday like this.
> We may ask, How can this be done?
> There are two questions: What should be done? and Who will do it?

NOTE: When a quotation is introduced by *that*, neither colon nor capital should be used, even though the first word begins a sentence in the original:

The *New York Times* editorial ends with the ironic statement that "everything is fine in Suez."

2.1.4. In resolutions, the first word following *Whereas* or *Resolved* should be capitalized:

Whereas, It is the sense of this meeting. . . .
Resolved, That all citizens under twenty-one. . . .

2.2. Titles and Headings

2.2.1. In publication titles and section headings set with initial capital letters, all words except articles, coordinate conjunctions, and prepositions of less than five letters should be capitalized, unless design considerations call for a different system:

Administration: Procedures and School Practices for the Academically Talented Student
Democracy Through Education

EXCEPTION: The first and last words of a title or heading should always be capitalized, even though they would not be capitalized in another position:

The Votes Are In

EXCEPTION: The first word of a subtitle following a colon should be capitalized:

Curriculum Development: A History

EXCEPTION: All words that are inseparable parts of verbs should be capitalized:

They Woke Up the Citizens

2.2.2. The *to* preceding the verb of an infinitive should be capitalized in a title or heading:

How To Listen to Your Child

2.2.3. In hyphenated compounds, all elements except articles, coordinate conjunctions, and prepositions of less than five letters should be capitalized in titles and headings:

Boy Sees Will-o'-the-Wisp
High-and-Mighty Politician Takes Tumble

2.2.4. Equal elements in personal titles should be capitalized when capitalization is appropriate (see 12.3.):

Secretary of State Rogers

2.3. References

2.3.1. In a citation of any published work, the title should be capitalized according to the rules given at 2.2., even though the resulting capitalization may not conform to the capitalization of the title in the original publication.

NOTE: When the title of a commercial publication is printed entirely in capital letters in the original publication, only the initial letters should be capitalized in a reference:

Fortune *Time*

EXCEPTION: *NEA NOW*

2.3.2. An imperative verb at the beginning of a reference in parentheses within a sentence should not be capitalized (see 6.3.1. for italicization):

In our earlier discussion (see p. 472), we dealt. . . .

2.3.3. Lower case *foreword, preface, introduction, contents, appendix, glossary, bibliography,* and *index* in passing references to a publication, but capitalize the same words when they are used in a publication to refer to another part of that same publication:

He spent a great deal of time writing a lengthy foreword.
This subject is treated in greater detail in the Appendix.

2.4. Proper Nouns and Adjectives. Generally, proper nouns and words used as proper nouns, such as (a) epithets used as substitutes for proper names, (b) common nouns used alone as well-known forms of proper names, (c) personifications, and (d) nouns of address should be capitalized:

(a) Holy Writ
the Pretender
(b) the District (District of Columbia)
the Channel (English Channel)
(c) The Chair recognized the gentleman. . . .
(d) *Mr. Chairman, Ladies, and Gentlemen:*
Dear Sir:

NOTE: When two proper nouns that have the same final element are linked by a conjunction, the pluralized final element should be capitalized.

Harvard and Tulane Universities
Cardozo and Walter Johnson High Schools

2.4.1. Accepted geographical names, including popular appellations for regions and localities, should be capitalized:

the Midwest	Corn Belt
Malay Peninsula	West Coast
Levant	Western Hemisphere
Eternal City	Deep South

NOTE: Place references that are merely descriptive should not be capitalized:

Potomac watershed Maine coast

2.4.2. The names of the points of the compass, and adjectives derived from them, should be capitalized (a) when they are part of a name established by usage as a designation of a specific region and (b) when they themselves are designations of specific regions or people from those regions:

While in the Far East, and particularly while living with friends in Southeast Asia, he lost many of his Western mannerisms

The vote of the Midwest was not surprising, but that of the Deep South was.

Charles was curious about the Southerners who had just come north.

NOTE: The names of the points of the compass should not be capitalized when they simply indicate direction:

There were more jobs farther south, but she liked the weather in the northern section of the state.

2.4.3. Names of political divisions should be capitalized when they follow a specific name and are used as proper names:

French Republic	Baltimore City
Persian Empire	New York State
Sixth Congressional District	New York City

NOTE: When the names of political divisions are used descriptively with *of* preceding a specific name, they should not be capitalized:

empire of the Persians	state of New York

2.4.4. Names and fanciful epithets for historical epochs should be capitalized:

Middle Ages	Restoration
Roaring Twenties	Great Depression

NOTE: Centuries and decades should not be capitalized;

twentieth century	the forties

2.4.5. All names for the Bible and other sacred books, and for divisions of the Bible and other sacred books, should be capitalized and set in roman type without quotation marks:

Holy Scriptures	Vedas
King James Version	Book of Job
Vulgate	Parable of the Sower
Koran	New Testament

NOTE: Adjectives derived from such nouns should not be capitalized:

scriptural	vedic
koranic	biblical

2.4.6. The word *church* should be capitalized when it is a part of the name of (a) a religious denomination, (b) a religious organization of the whole world or of a particular country, even when it stands alone, and (c) a particular edifice:

(a) the Protestant Episcopal Church
(b) the Church of Rome
The struggle between the Church and the State was settled *ipso facto* by Henry VIII.
(c) the First Baptist Church on Main Street

NOTE: Except as in (b) above, the word *church* should be lower cased when it is not a part of a proper name:

There is a Baptist church in this town.
The separation of church and state is an American tradition.

2.4.7. *Union* and *Republic* (but not *nation*) should be capitalized when referring to the United States; *Administration* should be capitalized when referring to the executive branch of the U.S. government; *Senate, House, Senator, Representative, Congressman*, and *Congresswoman* should be capitalized when referring to the U.S. Congress and its members, even when these words stand alone; *Supreme Court* and *High Court* should be capitalized; and all appellations of the president of the United States should be capitalized, as, for example, *Chief Executive* and *Commander in Chief*.

The United States is a republic.
but:
The politician claimed that the Republic was in jeopardy.

NOTE: The words *federal* and *state* should not be capitalized except as part of a title:

federal Constitution
state department of education
(*but:* Federal Communications Commission
New York State Education Department)

2.4.8. The names of national and international bodies should be capitalized:

Eightieth Congress
Cabinet
Security Council
World Bank

2.4.9. The distinguishing word in a reference to a political party should be capitalized, but these same words should not be capitalized when used to describe a political philosophy:

If he is a member of the Communist party, he is a Communist.
The Democratic party won the House.
Although the National party is the least republican of the parties that have won votes, it is opposed to communism.

2.4.10. The names of national and international governmental documents should be capitalized:

National Labor Relations Act	Constitution of the United States
Equal Rights Amendment	Charter of the United Nations

2.4.11. When an abbreviated form of the name of an organization, committee, or similar group is used after the full name has once been spelled out, the shortened form should be considered a substitute for the full name and should be capitalized:

> After the Department of School Nurses was organized, the Department. . . .

NOTE: In NEA publications, the word *Association* should be capitalized when used to refer to the National Education Association, even when it stands alone.

NOTE: Do not capitalize *united teaching profession* when referring to the National Education Association. This descriptive phrase is not an alternate official title and should not be used in that way.

2.4.12. Formal names of groups of people and races should be capitalized:

Chicanos	First Americans
Saxons	Negroes
Orientals	Caucasians

NOTE: Group designations based on physical characteristics should be lower cased:

black	white
brown	

EXCEPTION: *Black,* when synonymous with Afro-American, should be capitalized.

EXCEPTION: *Black* and *Blacks* should be capitalized in a series of capitalized racial names:

> Chinese, Japanese, and Black parents sent a delegation.

2.4.13. The terms *NEA Headquarters* and *NEA Center*—when referring to the building at 1201 Sixteenth St., N.W., Washington, D.C.—are considered proper names and should be capitalized. If NEA is the implied antecedent, *Headquarters* and *Center* should be capitalized even when not preceded by NEA.

2.5 Miscellaneous

2.5.1. When spelled out, academic degrees should not be capitalized (see 1.1.1. for abbreviations):

master of arts bachelor of laws

2.5.2. The names of seasons of the year should not be capitalized.

2.5.3. The abbreviations *B.C.*, *A.D.*, *E.S.T.*, and *D.S.T.* should be capitalized (see 3.2.2. for position and 3.3.3. for repetition of century). Do not capitalize *a.m.*, *p.m.*, or *m.*

3. DATES AND TIME

3.1. General Rules (see 8.1.1. for treatment of decades)

3.1.1. The ordinal forms *nd, rd, th,* and *st* should be omitted in dates expressed by figures. However, after the month has been established, subsequent references to dates in that month should be in written ordinal form:

She will arrive here on May 13 and will leave for Mexico on the twentieth.

January 2 — October 1

3.1.2. No comma should be used between the month and the year in a date, unless the number of the day is used:

December 1972 — December 10, 1972

3.1.3. In a date, the year should be set off by commas if the year follows the month and the day in text:

On March 3, 1973, he will turn 65.

3.2. A.D. and B.C.

3.2.1. A.D. and B.C. should be set in capitals with periods and without space.

3.2.2. A.D. precedes the year; B.C. follows the year (see 2.5.5. for capitalization and 3.3.3. for repetition of hundreds):

A.D. 1973 — 500 B.C.

3.3. Spans of Time

3.3.1. A dash should be used to mark the omission of the word *to* when indicating a span of time:

May–June 1936
January 1, 1972–January 1, 1973

NOTE: See 16.2.2. for the typing of a dash.

NOTE: When the word *from* is used in such an expression, the word *to* must be used instead of a dash:

The fiscal year runs from June 1, 1971, to June 1, 1972.

3.3.2. To indicate a span of years, two figures should be used for the terminal years:

1965-67 1911-18

EXCEPTION: When the first year ends in two zeroes, the entire figure should be written for the terminal year:

1900-1973

EXCEPTION: Four figures are sometimes used for the terminal date on covers, title pages, and in other instances when design is a primary consideration.

3.3.3. In citations of dates before Christ, the hundreds should always be repeated:

387-325 B.C. A.D. 170-75

3.4. Clock Time

3.4.1. Spell out times of day in narrative and in text when the exact minute is not emphasized.

We eat at half-past seven.
Be there about four o'clock.

NOTE: The word *o'clock* is not used with abbreviations of meridian or with figures.

The baby was born at 10:22.
His father had to get up at the ungodly hour of 3 a.m.

NOTE: Figures should always be used with abbreviations of meridian.

10 a.m. 2:30 p.m.
12 m. (noon) 12 p.m. (midnight)

4. DIVISION OF WORDS

4.1 General Rules

4.1.1. The most recent edition of *Webster's New Collegiate Dictionary* (which is based on the 1961 unabridged *Webster's New International Dictionary*) should be the authority on word division. The *New International* should be consulted for words not listed in the *Collegiate*.

4.1.2. A word may be divided only at the end of a syllable, as indicated in the dictionary:

Mes-mer-ize he-ge-mo-ny

Therefore, words pronounced as one syllable should not be divided:

honed loafed picked trilled

EXCEPTIONS: Words of two syllables of which one is (a) a single vowel or (b) its equivalent should not be divided:

(a) away (b) author
unite either

NOTE: Break hyphenated compound words at the hyphen and nonhyphenated compound words at the original natural break. When possible, divide words with prefixes after the prefix; divide words with suffixes before the suffix.

intro-duce
business-like

5. **FOREIGN WORDS AND PHRASES** (see 9.1.3. for pluralization)

5.1. **General Rule.** Foreign words and phrases appearing in English text should be italicized if they are likely to be unfamiliar to the reader. When in doubt do not use italics.

5.1.1. The following words have been incorporated into the English language and should not be italicized:

a priori
ad infinitum
ad nauseum
alma mater
amicus curiae
ante bellum
apropos
attaché
bona fide
carte blanche
cliché
communiqué
con, contra
debris
denouement
dilettante
en route
entrée
entrepreneur
et cetera
ex officio
exposé
genre
habeas corpus
laissez faire
mea culpa
milieu
mores
naive
par excellence
per annum
per capita
per diem
per se
pro rata
pro tem
raison d'être
regime
résumé
status quo
subpoena
tete-à-tete
versus
vice versa
vis-à-vis

5.1.2. Roman type should be used for (a) foreign titles preceding proper names; (b) names of foreign streets, hotels, and the like; (c) names of foreign institutions; and (d) names of foreign coins:

(a) Père Marquette
Herr Dingel
Don Juan

(b) Champs Elysées
Albergo Nazionale
Louvre

(c) Reichstag
Bibliotheque Nationale
Academia Espanola

(d) lira
franc
ruble

5.2. References. Latin words, phrases, and abbreviations used in literary and legal references should usually be italicized:

circa or *ca.*, "about"
fl. (floruit), "he lived"
ibid. (ibidem), "the same" reference
idem, "the same" person
loc. cit. (loco citato) "in the place cited"
op. cit. (opere citato), "in the work cited"
passim, "here and there"

EXCEPTIONS:

e.g. *(exempli gratia)*, "for example"
etc. *(et cetera)*, "and others" or "and so forth"
i.e. *(id est)*, "that is"
v. *or* vs. *(versus)*, "against"

NOTE: See 10.5.10. for comma after *e.g.* and *i.e.*

5.3. Scientific Names. The scientific names of genera, subgenera, species, and subspecies should be italicized. The names of groups above genera (phyla, classes, orders, etc.) should be in roman.

the genera *Quercus*
the family Leguminosae

6. ITALICS

6.1. Differentiation. Words used with a special meaning should be italicized the *first* time they are used; letters used as letters and words used as words should always be italicized (see 6.4. and 9.1.2. for pluralization):

> The wrath of God was *discovered* to him, in the Miltonian sense. It was discovered as the nemesis. . . .
>
> It is hoped that *a*'s and *b*'s will be used as little as possible in this nontechnical manuscript.
>
> It is often interesting to study a child's use of the word *because* in his compositions.

6.2. Emphasis. Italics may be used to emphasize particular words or phrases:

> The basis of his life was *hoping*, not *planning*.

CAUTION: If such use of italics is overdone, the desired effect will be lost.

6.3. Directives (see also 5.2. for use of Latin wo.ds)

6.3.1. The words *see* and *see also* should be italicized in indexes, but they should not be italicized in text matter, whether enclosed in parentheses or not, or in footnotes (see 2.3.3. for capitalization).

6.3.2. The following phrases should be italicized:

> *Continued*
> *Continued from*
> *To be concluded*
> *To be continued*

6.4. Plurals. The plural ending of italicized words should be in roman type.

> The newstand had two *Tribunes* left.

6.5. Salutations and Signatures

6.5.1. The salutation of an address should be italicized:

> *Madam President, Ladies, and Gentlemen:*

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6.5.2. Italics should be used for a title used after a name in a formal signature, i.e., at the end of a foreword (see 12.3. for capitalization).

6.5.3. In a list of names, when identifying titles from more than one context are given, differentiate the more pertinent title by setting it in italics:

> Francis Eliot, president, NCAL, *chairman;* Mark Thomas, principal, Jefferson School, *secretary*. . . .

6.6. Titles

6.6.1. The titles of publications should usually be italicized (see 10.9.2. for exceptions that should be enclosed between quotation marks):

books and booklets*	works of art
newspapers**	long poems
periodicals	cycles of poems
journals	symphonies, operas, and other long musical compositions
pamphlets	plays
long essays	tests and abbreviations of tests (when published)
proceedings	
collections	

The following also should be italicized (see 10.9.2. for use of quotation marks):

radio and television series	ships
motion pictures	botanical and zoological names
filmstrips	

NOTE: The words *Journal, Review, Magazine,* and *Yearbook* should be italicized even when they stand alone if they are used as shortened forms of the names of publications being referred to.

*EXCEPTION: All names for the Bible and other sacred books, and the divisions of the Bible and other sacred books, should be set in roman type without quotation marks (see 2.4.5. for capitalization):

Bible	Book of Job
Talmud	Mishnah

**NOTE: For consistency in newspaper titles, the initial article should be set in lower-case roman type and the name of the city of origin should be capitalized and set in italics:

the *New York Times* the *London Times*
the *Baltimore Sun*

NOTE: See 14.39. for treatment of series titles.

6.6.2. Following a possessive or another article, an article at the beginning of a title should be dropped. If a title is very familiar or has already been mentioned, it may be shortened:

Dickens' *Tale of Two Cities*
In his *Tale of Two Cities*, Dickens. . . .
The National Education Association's *Addresses and Proceedings* is usually published in October. The *Proceedings*. . . .

6.7. **Variations Based on Type Face.** In italic text, roman type should be used for words that would be italicized in roman text. When text is set in capitals and/or small capitals, words that would normally be italicized should be set in roman upper and lower case type with quotation marks. Also, when italic type is not available, boldface type may be used instead.

7. LISTS AND ENUMERATIONS (see also 2.1.2. for capitalization and 6.5.2. for treatment of titles in lists of names)

7.1. Styles for Setting Lists and Enumerations

7.1.1. Space, design, and/or emphasis usually determine the choice of run-on style or block style. Generally, run-on (or paragraph) style is preferred for short sequences, especially when the items are not in sentence form.

7.1.2. Lower-case roman letters or arabic numbers in parentheses should be used to distinguish items in run-on styles; arabic numbers with periods should be used in block style—and the items may be either flush left or indented:

> His reasons for taking a vacation were three: (a) fine weather, (b) his longing for the sea, and (c) the failure of his business.
>
> He took a vacation because of (a) fine weather, (b) his longing for the sea, and (c) the failure of his business.
>
> His reasons for taking a vacation were three: (a) The weather was fine. (b) He longed for the sea. (c) His business had failed.
>
> He took a vacation, because (a) the weather was fine, (b) he longed for the sea, and (c) his business had failed.
>
> His reasons for taking a vacation were three:
>
> 1. Fine weather
> 2. His longing for the sea
> 3. The failure of his business.
>
> His reasons for taking a vacation were three:
>
> 1. The weather was fine.
> 2. He longed for the sea.
> 3. His business had failed.

NOTE: In display material, when considerations of design are parmount, it is permissible to omit the figures in lists set in block style if the different items are distinguished from one another in some other way, such as by spacing, large dots (bullets), or indention.

7.2. **Punctuation.** Normal rules of punctuation should be followed in lists and enumerations (see 10.4.2. for use of colon and 10.6.2. for use of dash).

EXCEPTION: In a block listing of phrases that do not make complete sentences, there should be no punctuation after any item except the last, which should be followed by a period (see 7.1.2., fifth example).

NOTE: When the introductory part of a list is set on a separate line and is followed by a series of elements each of which, with the introductory part, makes a complete sentence, each element of the series should be followed by a period. The introductory part should be followed by an em dash (—) to indicate that the introductory part is implied before each of the following elements:

It was recommended that—
1. All members join the NEA.
2. All members participate actively in national affairs.

Every teacher should—
1. Make full use of his own individual talents.
2. Encourage the development of individual capabilities in his pupils.

NOTE: In any list, whether in paragraph or block style, all items should be in parallel structure.

7.3. Alphabetization

7.3.1. Alphabetical order should be determined by the first word of the item, letter by letter; when two items begin with the same word, the second word—not considering articles and prepositions—should determine the order:

Transfer paradigm
Transfer of training
Transference

7.3.2. In lists consisting entirely of abbreviations each item should be alphabetized according to 7.3.1. (see example (b), 7.3.3.). When abbreviations are interspersed with fully spelled entries, the abbreviation should take the position it would if it were spelled out, especially *Mc*, which, if spelled out, would read *Mac:*

McAdams
MacDonald
Machinery
McSweeney
Manpower

St. Louis
Sainte Beuve
Salt Lake City
Sault Ste. Marie

7.3.3. In alphabetical listings of the states of the United States, the District of Columbia should be included in the alphabetization, rather than placed at the end of the list or separated in some other way:

(a)	(b)		
Connecticut		CT	Conn.
Delaware		DC	D.C.
District of Columbia		DE	Del.
Florida		FL	Fla.

7.3.4. In French and Spanish, an article or a compound of an article and a preposition precedes the name and controls the alphabetization, whereas a preposition follows; in German also, a preposition follows:

Del Castillo, Michel
Du Moncel, Charles
Hindenburg, Paul von
La Fontaine, Jean de
Sévigné, Marie de

NOTE: In compound names of Americans and Englishmen, prepositions precede the names and control the alphabetization:

De Quincey
Van Buren

8. NUMBERS AND FIGURES

8.1. General Rules

8.1.1. Cardinal numbers (one, five, 17, 50, etc.) under 10 usually should be spelled out; figures usually should be used for 10 and all larger numbers. All ordinal numbers (first, fifth, seventeenth, fiftieth, etc.) should be spelled out.

EXCEPTION: Numbers ending with six or more zeros should be written (a) as a combination of figures and words in nonstatistical material but (b) entirely in figures in statistical material, even when not in tabular form:

(a)	(b)
25 million	25,000,000
1.5 million	1,500,000
$2 million	$2,000,000

EXCEPTION: All numbers at the beginnings of sentences should be spelled out, but an effort should be made to avoid spelling out a number that would otherwise be a figure:

Fifty miles away, the land became desert.
Better: The land became desert 50 miles away.

EXCEPTION: All indefinite expressions of number, including round numbers, should be spelled out:

in the early seventies
(*but*: in the 1870's)
a thousand and one reasons
He wrote a thesis of about three thousand words.

EXCEPTION: Numbers used with abbreviations should not be spelled out:

5 min. Chap. IV

8.1.2. Commas should be used in numbers of four or more figures, except for dates and page numbers.

200	The enrollment totaled 4,925.
4,090	You will find it on p. 1076.
101,000	She was born in 1936.
105,290	

8.1.3. Even hundreds from 1,100 through 9,900, when spelled out, should be treated as *hundreds* rather than as *thousands* (except for even thousands): for example, 1,500 should read *fifteen hundred*, not *one thousand five hundred*.

8.1.4. Numbers larger than 1,000, when not even hundreds, should be in the following form when spelled out:

1,020	one thousand and twenty
1,850	one thousand eight hundred and fifty
152,305	one hundred and fifty-two thousand three hundred and five

8.2. References and Other Numbers in Series. Numerals should be used for serial numbers that follow their nouns (see 1.4. for abbreviations):

Bulletin 848	Plate LX
Room 46	Figure 4
grade 6	pp. 4-16

NOTE: Except for lines, pages, tables, and volumes, which are almost always designated by arabic numbers, the use of either arabic or roman numbers to designate parts of publications should be determined primarily on the basis of design.

NOTE: In writing numbers that terminate a sequence, unnecessary repetition should be avoided, but single-figure numbers or an initial cipher should not be used:

170-71	1099-1101
85-86 (*not* 85-6)	1105-1106 (*not* 1105-06)
1094-96	200-201 (*not* 200-01)

EXCEPTION: The century may be repeated in epitaph and obituary style:

> Mary Owens (1917-1962) was known for her scientific research.

8.3. Units of Measurement and Quantity. Figures should be used for units of measurement and quantity in scientific, technical, or mathematical text. In ordinary text figures should be treated according to the rule given at 8.1.1. (see 3. for dates):

Measurement	
7 meters	85° (degrees)
9 bushels	1½" by 2" by 3"
	or 1½" x 2" x 3"
Mathematical expressions	*Percentages*
multiply by 9	7.8 percent
Proportions and ratios	
4:5 (in statistical matter)	4 to 5 (in other matter)

Money

$2*	$4.25
7¢ or $.07	$7 million

*NOTE: Except in tabular matter or in connection with other fractional sums, $2 (*not* $2.00) should be used:

The article cost $6.
The article cost $6.00 but sold for $6.25.

8.4. Decimals and Fractions

8.4.1. Decimals should be used in preference to fractions for the sake of appearance and economy. With *percent*, decimals rather than fractions should be used:

6.5 percent (*not* 6½ percent)

NOTE: The percent sign should be used only in tables and charts.

NOTE: When amounts of less than one are expressed in decimals, the decimal point should be preceded by a zero:

0.456 (*not* .456)

NOTE: The following usages are both correct:

One-half of 1 percent
0.5 percent

8.4.2. Fractions having denominators of 9 or less should be spelled out and hyphenated; those having denominators of 10 or more should be set in figures:

one-half	7/10
four-ninths	3/41

NOTE: With fractions set as figures, *th* or *of a* should not be used; if the fraction seems to require *of a*, it should be spelled out:

1/100 (*not* 1/100th)
nine-tenths of the pie (*not* 9/10 of the pie)

9. PLURALS

9.1. Formation of Plurals

9.1.1. When a compound noun is made up of two nouns of which one is primary and the other is subordinate or descriptive, the primary element should be pluralized, whether it is the first or final part of the compound:

aides-de-camp
attorneys at law
attorneys general
courts-martial
grants-in-aid
notaries public
postmasters general
assistant attorneys general
quartermaster generals
general counsels
sisters-in-law

NOTE: When a compound noun is formed of two nouns of equal value, both elements should be pluralized:

coats of arms
menservants

NOTE: When a compound has been in use so long that it is no longer thought of as a compound, it is pluralized as if it were a simple noun, i.e., the final element is pluralized:

spoonfuls
pick-me-ups
forget-me-nots
hand-me-downs

9.1.2. Letters, figures, symbols, and words used as words should be pluralized by adding an apostrophe and an *s*; plurals of certain abbreviations should be formed by doubling the initial consonant:

a's
10's
IQ's
(but: do's and *don'ts)*
if's
ll. (lines)
pp. (pages)

9.1.3. In general, when there is a choice, (a) English plurals should be used in popular writing, and (b) Latin plurals should be used in scientific writing:

(a) He offered several formulas for happiness.

(b) Though discussed in the context of number theory, the mathematical formulae given in Section 8 have practical application.

(a) There are many indexes of popularity.

(b) Persons having cephalic indices of less than 80 are classified dolichocephalic.

NOTE: The preference of English to Latin or Greek plurals is based primarily on usage. Though certain Latin and Greek plurals are almost invariably preferred—*data, bases, theses, crises, phenomena, symposia*—it is generally advisable to use the English plural when in doubt. *Curriculums* should be used in education publications.

9.2 Agreement of Number

9.2.1. Though a subject composed of two singular nouns joined by *and* normally takes a plural verb, a singular verb may be—and often should be—used if the thought is definitely singular, and if the two singular nouns refer to different aspects of the same person or thing:

> The sum and substance of the report is simple: more training is needed.
>
> The owner and manager of the restaurant is always there after six.
>
> The invention and development of plastics has revolutionized our era.

9.2.2. Singular nouns connected by *or, nor, either . . . or,* or *neither . . . nor* should be followed by a singular verb.

> Neither the teacher nor the principal has been able to influence this pupil.

NOTE: If subjects (nouns or pronouns) of different number or different person or both are joined by one of these conjunctions, the subject nearer the verb determines the number and person of the verb—though such constructions should be avoided:

> Either they or he is correct.
>
> Either he or they are correct.
>
> Better: Either he is correct, or they are.

9.2.3. When a collective noun is intended to convey the idea of the group as a whole, it should be followed by a singular verb; when it is used to designate the individuals composing the group, a plural verb should be used:

> The committee are in disagreement about the budget.
>
> The jury is unified in opinion.

NOTE: When *majority* is used to mean *most of*, it should be treated as a plural. Similarly, *number* is plural when the idea of multiplicity is stressed, singular when the idea of unity is stressed.

The majority of the voters are enthusiastic.
A majority was not present.
A number are going to campaign for the candidate.
The number of traffic accidents has increased.

9.2.4. A clause or other group of words serving as a singular subject should be followed by a singular verb:

When to speak and when to keep silent is a problem never solved by some—and never considered by others.

9.2.5. The names of sciences and arts ending in *ics* (a) should be construed as singular when used in a theoretical sense and (b) should be construed as plural when used in a practical sense:

(a) Tactics is still an important branch of military training.
(b) His Machiavellian tactics were effective.
(a) Politics is a subject to be avoided in social conversation.
(b) The politics of negotiating the rent control bill were quite complex.

Other examples of such words:

acoustics
dynamics
economics
ethics
linguistics
phonics
statistics

9.2.6. When a subject and a predicate nominative are of different number, the verb should agree with the subject:

The Dorians were a northern people.

10. PUNCTUATION

Punctuation should never intrude on the reader or in any other way interfere with comprehension. Punctuating too closely may distract her or him; punctuating insufficiently may leave her or him confused. Using punctuation marks stronger than necessary will interrupt or confuse the reader.

When two different ways of punctuating are equally correct out of context, the editor should be scrupulous in observing the writer's punctuation, in order not to cause an inadvertent change in substance or emphasis. For example, contrast the following:

> The man who arrived early had a choice of seats.
> *and*
> The man, who arrived early, had a choice of seats. (See 10.5.4.)

10.1. Accents and Other Diacritical Marks. In foreign languages, accents and other diacritical marks are essential parts of the words and must be printed. Even when foreign words have been incorporated into the English language, their diacritical marks are often retained. Consult the dictionary to determine in which cases the diacritical marks have been dropped and in which cases they have been retained.

10.2. Apostrophe—To Form the Possessive Case

10.2.1. Use of the Possessive Form (see 6.6.2. for use with titles)

10.2.1.a. Some organizations whose names imply the idea of possession use the apostrophe; others do not. The name of any firm or association should be spelled exactly as it appears on the letterhead or publications of the firm or association:

> Maryland State Teachers' Association
> California Teachers Association
> International Ladies' Garment Workers' Union
> St. Elizabeths Hospital
> Prince Georges County School System

10.2.1.b. The possessive form should be used before gerunds [verb forms ending in *ing* that are used as nouns]:

> I am happy to learn of your friend's winning the race.
> I dislike that man's being criticized.
> (*cf:* I dislike that man being criticized.)

10.2.1.c. The possessive case is used in such general terms as the following:

two weeks' vacation	for pity's sake
a dollar's worth	

NOTE: When the alternate form *two-week vacation* is used, the possessive form should not be used.

10.2.2. Formation of the Possessive Case

10.2.2.a. The possessive case of *singular* nouns should be formed by adding an apostrophe and an *s*.

professor's	mass's
Smith's	jazz's

EXCEPTION: The possessive case of polysyllabic singular nouns ending in *s* or other sibilant sounds should be formed by adding an apostrophe only.

governess' Sophocles' Liebowitz'

NOTE: This rule does not apply to nouns ending in silent sibilants or to Spanish names ending in *z*, which is pronounced *th*:

Descartes's Arkansas's Gomez's

10.2.2.b. The possessive case of *plural* nouns ending in *s* should be formed by adding an apostrophe only; the possessive of plural nouns not ending in *s* should be formed by adding an apostrophe and an *s*:

professors'	women's
girls'	for appearances' sake

10.2.2.c. The possessive of compound nouns, of phrasal nouns, and of two or more nouns in apposition should be formed by adding the appropriate apostrophe or apostrophe and *s* to the last word (in modern American usage this rule has come to apply to *someone else* and similar expressions):

father-in-law's wishes	anyone else's
attorney general's responsibility	someone else's
at Jones the shoemaker's shop	

10.2.2.d. *Common* possession should be indicated by putting into the possessive case only the final name of the pair or group; *individual* possession should be indicated by putting the name of each individual into the possessive case:

my aunt and uncle's house
Phillips, Redmond, and Johnson's experiment
George's and William's bicycles

10.3 Brackets

10.3.1.a. Brackets should be used to set off corrections, supplied omissions, and editorial interpolations in quoted matter:

"During this fiscal year, which will end August 30 [31], the Association will. . . ."
"The activities of the National Art [Education] Association. . . ."
"The last year of Queen Elizabeth's reign [1603] was the end of an era."

10.3.1.b. Brackets should be used around *sic* ("in this manner," "thus") to indicate that a misspelling or error in the original is being reproduced literally:

The mayor said, "He and his cohoots [*sic*] don't have a chance."

NOTE: Italics should always be used for *sic*.

10.3.2. Brackets should be used when parentheses are needed within parentheses:

(see Jones, John. *Hours and Days*. 1956. [Edited by Henry M. Matthews.])

10.4. Colon

10.4.1. The colon should be used between two independent clauses when the second either (a) restates or (b) amplifies the first (see 2.1.1. for capitalization):

(a) Exhaustion had taken its toll: he was too tired to move.
(b) WPGC's team completely outplayed the faculty's: it had more runs, more hits, and no errors.

10.4.2. A colon should be used (a) between an introductory clause and a series of illustrations and (b) between a series and a summarizing clause that follows (see 7.1.2. and 7.2. for use in lists and 10.6.2. for use of dash):

(a) Submission of clean copy has several very definite advantages: it facilitates accurate copy fitting, it simplifies editing, and it minimizes typographical errors.

(b) Intelligence, education, hard work, and good luck: all these are essential to success.

NOTE: A colon should not be used following a verb or a preposition. To avoid this construction, (a) omit the colon, (b) insert a gathering word to which the items following are in apposition, or (c) insert the phrase *as follows:*

(a) The members she nominated are Jones, Joyce, and Rogers.

(b) She nominated three members: Jones, Joyce, and Rogers.

(c) The members she nominated are as follows: Jones, Joyce, and Rogers.

(*not:* The members she nominated are: Jones, Joyce, and Rogers.

not: The subjects came from: Eckerd College, Wheaton College, and the University of Pennsylvania.)

10.4.3. A colon should be used before (a) *direct* statements, (b) direct questions, and (c) direct quotations that are *formally introduced:*

(a) This is my thesis: Bureaucratic incompetence lowers taxpayers' confidence in government.

(b) The question may be raised: Does inconsistency of style distract the reader?

(c) I quote from Section 2 of the Charter of the National Education Association: "That the purpose and objects of the said corporation shall be to elevate the character and advance the interests of the profession of teaching. . . ."

NOTE: When a direct quotation is informally introduced or worked into the sense of a sentence, a colon is not used:

The teacher said, "Tomorrow we will talk about the Indians."

We must always keep in mind that, according to our Charter, one of our purposes is "to elevate the character and advance the interests of the profession of teaching. . . ."

10.4.4. The colon should generally be used before *namely, for example, that is, viz., e.g., i.e.,* and similar expressions when they are followed by a complete independent clause:

> He has a number of far-fetched ideas: for example, he wants to build a medieval castle in the Sahara.

EXCEPTION: When such an expression is not followed by an independent clause, it should be preceded *and* followed by a comma:

> He had two definite aspirations, namely, to grow taller than Henry and to beat him at tennis.

EXCEPTION: If such expressions as *namely* and *for example* are followed by more than one complete sentence, they should be preceded by a period and followed by a colon:

> He made a number of proposals. For example: Teachers should have higher salaries. Classes should be smaller. Administrators should have adequate clerical staffs.

10.4.5. A colon should be used after a salutation (see 2.4. for forms of salutation):

> Dear Reader:
> *Mr. President, Ladies, and Gentlemen:*

10.4.6. A colon should be used between the titles and subtitles of books (see 2.2.1. for capitalization of subtitles and 13.39. for their inclusion in footnotes and bibliographies):

> *Curriculum Development: A History*

10.4.7. In brief informational material, a colon should be used between the introductory word or phrase and following appositional matter:

> Instructions: Tear on dotted line.

10.5. **Comma** (see also 3.1.2. and 3.1.3. for use in dates, 8.1.2. for use in numbers, 10.4.3. for use with direct quotations, 10.4.4. for use with *namely*, and 10.9.5.a. for use within quotations).

10.5.1. Coordinate clauses joined by a conjunction should be separated by a comma unless the clauses are very short:

She left and the child cried.

On such a disagreeable and gloomy day no one was surprised that tempers were short, and the frequent outbursts from the peeved proofreader were accepted without comment.

John lost and Philip won.

EXCEPTION: If the coordinate clauses are very long and complicated and themselves contain commas, they should be separated by a semicolon:

Alice, who loved frantic activity and was widely known among her friends as a camera bug, spent her entire vacation in Paris sight-seeing, visiting museums, and snapping pictures of everything about her; but Ralph, who preferred to take things easy and soak up the atmosphere, was most often seen strolling along the banks of the Seine and sitting in sidewalk cafes.

Less complicated clauses also may be separated by a semicolon or a dash if a more pronounced break is desired for reasons of style or logic (see 10.6.1. for use of dash):

Many are anxious to join up; but few are qualified.

Many are anxious to join up—but few are qualified.

10.5.2. Interdependent antithetical clauses should be separated by a comma:

The older he grows, the more childish his political concepts become.

Not words, but deeds, are called for now.

NOTE: Correlative phrases are normally essential parts of a sentence and are therefore not set off by commas:

Neither the local police nor the FBI has been able to catch up with the robber.

She was sensitive not only to the culture of the people but also to their style.

In certain cases, however, correlative phrases can be construed as unessential to the meaning of the sentence and set off by commas:

The play was a success, not only in the opinion of the audience but also in the opinion of the critics.

10.5.3. A comma should be used after (a) introductory adverbial and adjectival clauses, (b) long introductory adverbial or adjectival phrases, (c) introductory adverbs modifying the entire clause following, and around (d) adjectival or participial phrases between a subject and a verb:

(a) When John had finished his homework, he went out to play.
Whoever he may be, he will be welcome.

(b) Early in the morning of the last day of the month she started out.
Knowing James would come early, John was ready.

(c) Unfortunately, John will never graduate.

(d) Robert, knowing his own tendency to tardiness, deliberately left early.

NOTE: When such clauses, phrases, or words are preceded by a conjunction, they should not be separated from the conjunction by a comma:

Mary had been looking forward to her first visit to the theater, and when the lights went down, it seemed a magic moment.

10.5.4. Adverbial clauses following a main clause should be separated from it by a comma *only when they are clearly nonrestrictive.* Nonrestrictive adverbial clauses add explanation or concessions and are typically introduced by such conjunctions as *because, since,* and *though.* Nonrestrictive adjectival clauses do not restrict or limit the meaning of the nouns they modify, but rather supply information not essential to the sense of the sentence. Restrictive clauses, whether adverbial or adjectival, cannot be omitted without changing the meaning of the sentence.

Peace will come if men are ready for it. (restrictive)
Peace will come, because men are ready for it. (nonrestrictive)
The man who arrived early had a choice of seats. (restrictive)
The man, who arrived early, had a choice of seats. (nonrestrictive)

10.5.5. Elements not essential to the thought of the sentence should be set off by commas.

10.5.5.a. Parenthetical clauses and phrases should be set off by commas (see 10.6.1. for use of dash):

John, successful though he was, was never happy.
He was as tall as, though much younger than, his brother.

NOTE: Dashes may be used instead of commas to emphasize a break in thought or to clarify a construction; parentheses may be used to de-emphasize the importance of the parenthetical matter:

John—bless his soul—was a good man.

These terms—communism, socialism, fascism—will be discussed in today's lecture.

The intense heat (90°) affected his work.

10.5.5.b. Appositive words and phrases should be set off by commas:

> The Romans, their conquerors, allowed them some autonomy.
> The Greeks, or Hellenes, dominated the Aegean.
> To be or not to be, that is the question.

EXCEPTION: Restrictive appositives should not be set off by commas:

> His wife, Mary, . . . [he has only one wife]
> Austin's novel *Mansfield Park*. . . [she wrote more than one novel]

10.5.5.c. Conjunctive adverbs should be set off by commas (see list at 10.10.1):

> Therefore the cats were quite pleased with their new quarters.

EXCEPTION: Conjunctive adverbs that are logically closely connected with their verbs should not be set off by commas:

> Therefore we decided to go out to lunch.

NOTE: Conjunctive adverbs should be distinguished from the same words used as simple adverbs:

> However intelligent he is, he still has much to learn.

10.5.5.d. Nouns of address should be set off by commas:

> Staffers, I have been pleased with your work.

10.5.5.e. Interjections should be set off by commas:

> "Wow, a real Christmas tree" is what Kate said.

10.5.6. Elements in a Series

10.5.6.a. All elements in a series of three or more clauses, phrases, or words should be separated by commas:

> John played first base, Bob played shortstop, and little Billy was the water boy.
> You can reach me by telephone, before nine o'clock, between one and two, and after six.
> Classroom teachers, principals and superintendents rarely agree.

NOTE: When two adjectives preceding a noun do not each modify the noun separately, i.e., when the second adjective and the noun constitute a single idea modified by the first adjective or when the second adjective is modified by the first adjective, these two adjectives do not constitute a series and therefore do not require a comma:

her friendly black dog
his solid gold watch
(*but:* his glistening, wavy hair)

EXCEPTION: When the elements in a series themselves contain commas, they should be separated by semicolons (see also 10.10.2. for this use of the semicolon):

On his way to work he whistled happily, though he knew not why; when his day's work was done and he was walking home, he hummed; and he sang while he puttered in his shop.

10.5.6.b. Pairs of clauses, phrases, and words not joined by *and, or,* or *nor* should be separated from each other and from the rest of the sentence by commas:

What he had hoped for, what he had achieved, were both known by his friends.

Going to work, coming home from work, he whistled happily.

Silently, stealthily, the commando crept toward the tree.

10.5.7. A comma should be used to indicate the omission of a word or words:

Melinda Adams was 37; her husband, 36.

10.5.8. The comma should be used when necessary for clarity (a) when words are out of normal order, (b) when two identical or closely similar words appear in sequence, (c) when two unrelated numbers appear in sequence, and (d) when two adjacent words might mistakenly be read together:

(a) With anyone, John would share what he had.
(b) Whatever will be, will be.
(c) On June 29, 582 delegates arrived at the hall.
(d) To Robert, Johnson was an enigma.

10.5.9. A comma should always follow *i.e.* and *e.g.* (see 5.2.).

10.6. Dash (see 3.3.1. for use in spans of time)

10.6.1. The dash should be used to mark an interruption of the thought or construction of a sentence (see 10.5.1. for comparison with similar use of comma and 10.5.5.a. for use with parenthetical elements):

> If the Johnsons come—Heaven forbid!—remember to rearrange the seating.
>
> Let us resolve this problem by making a careful analysis of the original data—but it's hardly worth the trouble.

NOTE: A dash may be substituted for (a) a comma, (b) a semicolon, or (c) a colon when it is desirable, for stylistic reasons, to make a sharper break in the sentence than these marks of punctuation provide:

> (a) We have won this battle—but we have not won the war.
>
> (b) It is late—so let us get on with it!
>
> (c) Health, wealth, children, and power—all these do not necessarily make a man happy.

10.6.2. When one element of a sentence is set on a separate line and is followed by a series of elements each of which, with the first element, forms a complete sentence, the first element should be followed by a dash (see also 7.2. for use of dash in lists and 10.4.2. for use of colon in lists):

> The Committee recommends—
>
> 1. That additional teacher aides be employed.
> 2. That the principal's clerical staff be increased by two.

10.6.3. A dash should be used between the two elements of a compound word when one element is hyphenated or consists of two words (see 1.2.2. for use in compounds of *United States* and 3.3.1. for use in spans of time):

> Wilkes-Barre–Philadelphia Road
>
> Paris–Marseilles connection

10.7. Ellipsis Points

10.7.1. Three points of ellipsis should be used to indicate an omission within a quoted sentence. Four points should be used to indicate the omission of the end of a sentence (or a question mark

and three points if the quotation ends with a question mark) (see also 10.9.5.c. for punctuation of quotations). Four ellipsis points can also indicate the omission of the beginning of the next sentence, all of the next sentence or sentences, or an entire paragraph or more. In each case there should be no space between the last word and the first point of ellipsis.

> The Charter of the NEA, Section 2, reads as follows: "That the purpose and objects . . . shall be to elevate the character and advance the interests of the profession of teaching and to promote the cause of education. . . ."

NOTE: If a quotation that begins in the middle of a sentence is not formally introduced, it is not necessary to indicate the omission of the first part of the quotation by points of ellipsis. If a quotation ends with a period, it is not necessary to indicate that the text continues by points of ellipsis at the end:

> The NEA is committed by its Charter "to promote the cause of education in the United States."

NOTE: A formally introduced quotation should begin with a capital letter, even if the first word of the quotation does not begin a sentence in the original.

EXCEPTION: Three points of ellipsis may be placed before the excerpt to retain the lower case letter.

10.8. Hyphen. One of the main uses of the hyphen is to form compounds. Some compounds are well established; some are in the process of development; and some are purely impromptu, contrived to serve a particular purpose. Permanent compounds follow no rules of hyphenation, but they can be found in the dictionary. Impromptu compounds, on the other hand, must be formed on the basis of rule. Some general rules follow for the formation of impromptu compounds.

10.8.1. Prefixes, Suffixes, and Combining Forms

10.8.1.a. The hyphen should usually not be used in compounds formed from one word and one or more of the following prefixes, suffixes, or combining forms:

anti	*anti*war, *anti*matter
audio	*audio*meter, *audio*visual
bi	*bi*weekly
co	*co*exist, *co*sponsor (*but: co-*worker)
counter	*counter*espionage, *counter*revolutionary
de	*de*centralize, *de*throne
extra	*extra*curricular
extro	*extro*vert
hood	child*hood*
in	*in*numerable (*but: in-*service because *in-* means "in the midst of," rather than "without")
inter	*inter*national, *inter*related
intra	*intra*mural
intro	*intro*vert, *intro*duce
less	worth*less*, meat*less*
like	business*like*
mis	*mis*state, *mis*interpret
multi	*multi*dimensional
non	*non*governmental, *non*predetermined
over	*over*confident, *over*rated
para	*para*professional, *para*legal
post	*post*graduate, *post*test
pre	*pre*school, *pre*accustom
re	*re*accustom
semi	*semi*professional
socio	*socio*economic
sub	*sub*tropical, *sub*test
under	*under*privileged, *under*rate
wide	state*wide*, county*wide*

NOTE: Compounds made with the following elements are usually hyphenated:

all	*all*-inclusive, *all*-powerful
designate	secretary-*designate*
elect	president-*elect*
ex (former)	*ex*-president
quasi	*quasi*-judicial
self	*self*-confident (*but: self*hood, *self*same)
vice	*vice*-president

10.8.1.b. The hyphen should be used in compounds formed from one word and one or more prefixes, suffixes, and combining forms when necessary to avoid misreading or to distinguish a compound that uses the essential element in its primary meaning from a compound in which the essential element has a modified meaning:

re-creation (*contrast* recreation) *re*-form (*contrast* reform)

10.8.1.c. The hyphen should usually be used between a prefix or combining form and the word following when a vowel would be doubled:

co-owner *pre*-existing

EXCEPTION: According to *Webster's Third New International Dictionary*, the words *cooperate* and *coordinate* and their derivatives and words with the prefix *re* should be printed without a hyphen.

reentry reestablish

10.8.1.d. The hyphen should usually be used between a prefix or combining form ending in *a* and a following word beginning in *u*, in order to prevent the two vowels' being read as a single sound:

intra-urban *extra*-university

10.8.1.e. The hyphen should be used between a prefix, suffix, or combining form and the word to which it is joined when a consonant would be confusingly tripled:

skill-*less* shell-*like*

10.8.1.f. The hyphen should be used between a prefix or combining form and a noun or adjective beginning with a capital letter:

post-Renaissance *extra*-League
pre-Dorian *Anglo*-French

10.8.2. Temporary Compound Adjectives

10.8.2.a. When a compound adjective is composed of an adjective and a noun, these two words should usually be connected by a hyphen to show that these two words *together* modify the third word, that the adjective modifies the first noun and not the second:

five-dollar pens (*contrast* five dollar pens)
hot-air vents (*contrast* hot air vents)

EXCEPTION: In many instances long usage of the two elements in conjunction has made it natural to read them together. Hyphens

should not be used in these instances, nor, for the same reason, when both elements of the compound adjective are capitalized:

adult education facilities
art education materials
business education program
child study training
day care center
elementary school principal
grass roots effort
high intelligence group
high school student
home economics instruction
industrial arts classrooms
junior high school building
language arts teachers
liberal arts college
middle class culture
nursery school enrollment
per capita expenditure
physical education equipment
physical science topics
public school district
school board ruling
secondary school textbooks
senior high school level
social studies curriculum
subject matter area

Long Island traffic
Old Testament times
New England dinner
North American agriculture

EXCEPTION: Foreign phrases used as compound adjectives should not be hyphenated, because it is clear that the two elements of the compound should be read together:

ex officio delegate
laissez faire economy

10.8.2.b. A compound adjective formed from an adjective and a noun to which *d* or *ed* has been added should usually be hyphenated:

stout-hearted
sure-footed

10.8.2.c. A compound adjective formed from an adjective, adverb, or noun and (a) a present or (b) a past participle should usually be hyphenated (see also 10.8.4.a.):

(a) child-rearing practices
decision-making function
problem-solving techniques
teacher-training institution

(b) many-faceted problem
dark-colored clothes
long-vanished civilizations
war-torn nations

EXCEPTION: If the adverb element of the compound adjective ends in *ly* or for any other reason could not be misread as a simple adjective modifying the noun, a hyphen should not be used unless the word is a permanent compound adjective:

evenly divided vote
well treated

10.8.2.d. Though compound verbs ending in prepositions are not hyphenated, a compound adjective from the present or past participle of one of these verbs with its preposition should be hyphenated:

He took note of the speeding-up process in the curriculum.
Seeing the battened-down hatches, he became worried.
(*but:* This work must be speeded up.
Batten down the hatches.)

10.8.3. Temporary Compound Nouns

10.8.3.a. Compound nouns formed from a noun and a present participle should usually be unhyphenated (see 10.8.2. for compound adjectives, which should usually be hyphenated):

decision making	teacher training
problem solving	(*but:* note-taking)

10.8.3.b. Though compound verbs ending in a preposition are written as two words, compound nouns formed from these verbs—including those formed from their present participles—should be hyphenated or written as single words:

cave-in (from the verb *to cave in*)
dropout (from the verb *to drop out*)
layout (from the verb *to lay out*)
phaseout (from the verb *to phase out*)
setup (from the verb *to set up*)

10.8.3.c. When a compound noun is formed of two nouns of equal value used together to indicate that the person or thing referred to partakes of the character of both nouns, the two elements should be joined by a hyphen:

man-child	soldier-statesman
dinner-dance	writer-photographer

10.8.4. Variation of Temporary Compounds Because of Position

10.8.4.a. Compound adjectives should usually not be hyphenated when they follow the noun they modify, because there is no danger

of ambiguity; however, permanent compound adjectives retain their normal form whether they precede or follow the noun they modify:

> His clothes were dark colored. (*contrast* dark-colored clothes)
> He found that the problem was many faceted. (*contrast* many-faceted problem)
> Nations that are war torn. . . . (*contrast* war-torn nations)
> (*but:* Holmes was both wellborn and well-read.)

10.8.4.b. If an adjective is used before a compound noun that is normally written as two words, the noun should be hyphenated to prevent misreading (see 10.8.2.a. for hyphenation of compound adjectives composed of an adjective and a noun):

> red color-filter (*normally* color filter)

10.8.4.c. When an adjective preceding a solid compound noun modifies only the first element of the compound, the compound should be separated and the first two elements treated according to the rule given in 10.8.2.a.:

> old-book dealer (*normally* bookdealer)
> public-school boy (*normally* schoolboy)

10.8.4.d. When an adverb precedes a compound adjective formed of a hyphenated present or past participle and a preposition, it usually modifies the whole compound, not just the first element, and so it should be joined to the compound adjective by a hyphen:

> well-cared-for house
> long-drawn-out dialogue

10.9 Quotation Marks

10.9.1. Quotation marks should be used to enclose direct quotations and direct discourse. Primary quotations should be enclosed in double quotation marks, quotations within quotations should be enclosed in single quotation marks (see 2.1.3. for capitalization and 10.4.3. for use of colon):

> Susan whispered, "When Joe says, 'I'll be early,' he really means eight o'clock."

EXCEPTION: Verse quotations of more than two lines and prose quotations of more than five lines should be set in smaller type or indented—or both—without quotation marks.

EXCEPTION: Direct thoughts and questions should not be enclosed in quotation marks:

> The teacher will ask, How can this be done?

EXCEPTION: Quotation marks should not be used (a) with often-quoted familiar phrases, (b) with foreign quotations that are set in italics, and (c) in plays, interviews, minutes, proceedings, and the like where the name of the speaker is given to the side and usually either set in a different type or separated from the following copy by a colon.

10.9.1.a. Each of the interrupted parts of a direct quotation should be enclosed in quotation marks:

> He reports that, in spite of the fact that "the ratio of boys to girls was 10:1," which might be considered a failure of control, "there was no significant difference."

10.9.1.b. When reduced type is not available, as in typewritten material, quotation marks should be used *before* each paragraph of prose or stanza of poetry quoted, but only *after* the last paragraph or stanza.

10.9.2. The titles of unpublished and certain published works should be enclosed in quotation marks rather than being italicized (see 6.6.1. for italicization):

- parts of published works (such as chapters, speeches, articles)
- ancient manuscripts
- short essays
- short stories
- short musical compositions
- short poems
- brochures
- leaflets
- unpublished manuscripts

The names of the following also should be in roman type with quotation marks:

- radio programs
- TV programs
- aircraft
- themes

10.9.3. English translations of foreign words and phrases should be enclosed in quotation marks:

> The so-called leather bag was labeled *ersatz*, which means "synthetic."

10.9.4. Quotation marks should not be used with slang or colloquial expressions; if such an expression is appropriate to the context, the quotation marks are unnecessary, and if it is inappropriate, it should not be used. Quotation marks are usually unnecessary after such expressions as *called*, *so-called*, and *known as*.

10.9.5. Other punctuation used with quotation marks is often placed out of normal order and sometimes must be dropped to prevent double punctuation.

10.9.5.a. A period or comma should always be placed inside quotation marks, whether or not it belongs to the quoted matter itself:

> The facts do not support Jones's claim that there is "a significant decrease in the size of high school classes."
>
> Though Jones reports "a significant decrease in the size of high school classes," the facts do not support his conclusion.

10.9.5.b. A colon or semicolon should be placed outside quotation marks:

> There has been "a significant decrease in the size of high school classes": Jones came to this conclusion.
>
> Jones reports "a significant decrease in the size of high school classes"; however, the facts do not support his conclusion.

10.9.5.c. Terminal quotation marks—double or single and double—should be accompanied by only one other punctuation mark, whatever is strongest is retained, and any other marks are dropped. A question mark or an exclamation point should be placed either inside or outside the quotation marks according to whether it belongs to the sentence or the quoted matter; any other punctuation mark should be placed inside the quotation marks:

> Mary asked anxiously, "What shall we do?"
>
> John said wearily, "You know the colonel always shouts, 'Carry on!'"

NOTE: When the sentence as a whole and the quotation at the end of the sentence both ask a question, a single question mark should be placed inside the quotation marks:

> Who asked, "What will save us?"
> What did you do when Mary said, "Let George do it"?
> Mary asked, "What will you do when the boss says, 'Now I am ready to read your report'?"
> He said, "Mary said, 'Did I say it?'"

10.10. Semicolon

10.10.1.a. Coordinate clauses not joined by a coordinating conjunction should be separated by a semicolon:

> Mary jumped for joy; Johnny beat the drum.

NOTE: Conjunctive adverbs (*accordingly, also, besides, consequently, furthermore, hence, however, instead, moreover, nevertheless, otherwise, so, still, then, therefore, thus*) should not be confused with coordinating conjunctions:

> I agreed to go; nevertheless I was not very enthusiastic.

10.10.1.b. Coordinate clauses joined by a coordinating conjunction should be separated by a semicolon when a stronger break than a comma provides is needed either (a) to emphasize a contrast or a break in thought or (b) to clarify the structure of a sentence, particularly when long clauses, themselves containing commas, are involved:

> (a) Obedience to law brings liberty; but libertarianism brings only slavery.
>
> He is a true politician; but I wonder whether he could win an election.
>
> (b) Dave reported the day's events in a long, excited narrative, which was really not warranted by the situation, though it seemed most important to him; and Sarah rattled on at the same time, ignoring the fact that no one was listening to her.

10.10.2. Semicolons should be used to separate elements in a series when one or more of the elements itself contains a comma:

> William Jones, *chairman*, St. Louis, Missouri; Ross Coleman, Syracuse, New York; Esther Van Vorden, Omaha, Nebraska.
>
> When she saw him, she laughed aloud; he grinned; and they both ran off.

11. TITLES (APPELLATIONS), GENERIC PERSONAL REFERENCES

11.1. Courtesy Titles

Honorable is a courtesy title generally accorded to U.S. Cabinet members, members of Congress, heads of government agencies, mayors, judges, and other persons of high position. *Reverend* is a courtesy title accorded to ministers in many Protestant denominations in the United States. Neither name should be used without the first name or initials:

> It is my pleasure to introduce the Honorable Shirley Chisholm. Congresswoman Chisholm has. . . .
>
> The Reverend Norman Vincent Peale was there. Dr. Peale said. . . .

NOTE: In the Episcopal Church in the United States, the Church of England, and the Roman Catholic Church, the titles *Reverend, Right Reverend,* and *Very Reverend* have hierarchical significance and should be differentiated.

11.2. Abbreviation of Titles

11.2.1. Civil and military titles should be abbreviated only when the first name or initials are used:

> Prof. Adele Martin, Sen. B. F. James, and Maj. Gen. Harold Painter were the principal speakers. Professor Martin spoke first.

EXCEPTION: *Ambassador, Princess, Secretary* (cabinet member), and *Commandant* should never be abbreviated.

NOTE: *Ambassador of France* (not *from France*) is the correct phrasing.

11.2.2. The titles *Honorable* and *Reverend* may be abbreviated as *Hon.* and *Rev.* (a) in lists and (b) in informal text when they are preceded by *the.*

11.2.3. The following form should be used when the party designation is given following the name of a member of Congress:

> Sen. Edward Brooke (R-Mass.)

11.3. Capitalization of Titles

11.3.1. Capitalize elements of equal importance in titles immediately preceding a name. Do not capitalize titles following a name.

> Vice-President Jeanes
> Commander in Chief Nixon
> Mary Hughes, president, Alhambra Education Association
> The deputy executive secretary is an avid baseball fan.

EXCEPTION: A title used after a name in a formal signature, as at the end of a foreword, should be capitalized.

EXCEPTION: Occupational or working titles should not be capitalized.

> After that attorney Perry Mason made his presentation to the jury.

EXCEPTION: Any appelation used for the President of the United States should be capitalized, even when it stands alone. To indicate the preeminence of such persons as kings, queens, members of the U.S. Cabinet, and justices of the U.S. Supreme Court, their titles should also be capitalized.

> The Commander in Chief announced a press conference.
> Elizabeth II, Queen of England, visited the United States in 1957.
> The Secretary of Commerce opposes the measure.
> The Chief Justice submitted an opposing opinion.

EXCEPTION: In formal lists of delegates or representatives, titles immediately following names may be capitalized, none should be capitalized unless all are.

11.4. Sequence of Degrees and Orders. When a name is followed by a series of orders and degrees, they should be listed in the following sequence: religious orders, theological degrees, academic degrees earned in course, honorary degrees in order of bestowal:

> John Henry Hopkins, C.C.Sp., A.M., Ph.D., D.Lit.

11.5. Inclusion of Titles. A name should be given in full the first time it is mentioned, without a prefatory title: *Mr.*, *Mrs.*, *Ms.*, and *Miss* should be omitted. In subsequent references these titles serve as substitutes for the first name or initials. *Ms.* may be used instead of *Mrs.* or *Miss* at the discretion of the writer or the editor. If a public person has expressed a strong preference for a particular usage, that preference should be honored.

> John Smith, Ellen James, Mrs. George Drummond, and Mrs. Marie Brown arrived early. Mr. Smith, Ms. James, and Mrs. Drummond talked at some length, but Mrs. Brown remained silent.

NOTE: *Dr.* should be used only in personal correspondence or in a personal mention such as an acknowledgment.

11.6. Generic Personal References. When it is necessary to make a generic third-person singular reference to a human being because it is not possible to construct the sentence either (a) in the plural or (b) by omitting the pronoun, both sexes should be represented if possible. The two pronouns should be joined either by a slash (/) or by the word *or*.

12. TABLES

12.1. Formal Tables

TABLE 66.–TOTAL MONEY INCOME OF YEAR-ROUND FULL-TIME WORKERS 25 YEARS OLD OR OLDER, BY YEARS OF SCHOOL COMPLETED, 1971

Years of school completed	Men		Women	
	Mean income	Median income	Mean income	Median income
1	2	3	4	5
Elementary school				
Total	$ 7,603	$ 7,123	$ 4,315	$ 4,199
Less than 8 years	6,806	6,310	4,105	3,946
8 years	8,329	7,838	4,480	4,400
High school				
Total	10,274	9,680	5,774	5,583
1 to 3 years	9,437	8,945	5,064	4,889
4 years	10,647	9,996	6,016	5,808
College				
Total	14,939	13,095	8,511	8,042
1 to 3 years	12,489	11,701	7,278	6,815
4 years	15,565	13,730	8,648	8,451
5 or more years	17,983	15,300	10,785	10,581
Total[a]	11,292	10,038	6,321	5,872

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Income in 1971 of Families and Persons in the United States.* Series P-60, No. 85, December 1972.

[a] Persons included here represent 65.6 percent of men civilian income recipients and 33.6 percent of women civilian income recipients.

Tables

12.1.1. Tables should be numbered with arabic numerals, and figures (graphs, charts, diagrams, and maps) with roman numerals. Capital letters should be used for tables in an appendix. The number or capital letter should be followed by a period and a dash.

12.1.2. The title describes the table and should be as brief as possible. The date should usually be included.

12.1.3. Column headings give details such as group, state, year, number, percent. Only the first word and proper names should be capitalized. The columns should be numbered with arabic numerals.

Dollar signs and percent signs should be used at the tops of the columns, where indicated.

Figures should be aligned by the decimal points. If there are no decimal points, figures should be aligned at the right.

Blanks should be indicated by three dots. A zero should be used to indicate a blank only when the zero has a value, such as temperature or amount of salary.

12.1.4. The source of the table should be shown with a complete reference, including the page number and table number.

The following example shows how to indicate different sources for different columns:

> *Sources:*
>
> Column 2. U.S. Department of Labor, Bureau of Labor Statistics. *Changes in Cost of Living in Large Cities in the United States, 1913-41.* Bulletin No. 699. Washington, D.C.: Government Printing Office, 1941. pp. 43-44. Also, "Current Labor Statistics." *Monthly Labor Review* 69: 605; November 1949.
>
> Column 7. Figures for all years before 1956 are interpolations by National Education Association, Research Services.

12.1.5. References to footnotes should be indicated by lower-case letters set in reduced type and placed above the line.

12.1.6. When a table runs over to two or more pages, the table number, title, column headings, numbers, and symbols should be repeated. (*Continued*) should be added to the title.

12.1.7. Indention (1 em for subordinate items and 1 additional em for runovers) and spacing in tables are shown in the following examples:

Men teachers	Alabama .....
Single	Alaska .....
Married	Arizona .....
Divorced or	Arkansas .....
separated	California .....
Widowed	Colorado .....
Total	All States .....
Women teachers	
Single	
Married	
Divorced or	
separated	
Widowed	
Total	
Grand total	

12.2. **Open Tables.** Sometimes it is desirable to run a few lines of tabular material in the text without a table number or a formal heading:

Size of association	Ballot at meetings	Voice vote or show of hands	Ballot sent in
Fewer than 50 members..	52%	44%	1%
50-99 members	51	43	4
100-499 members	50	31	17
500-999 members	42	26	32
1,000 or more members..	33	5	62

Column headings are simple in open tables. Such tables should be used sparingly; often they present a problem, because they may not fit entirely on one page. (An advantage of a numbered table is that it can be referred to by number and placed where convenient—if not on the same page where it is mentioned, usually on the first page after.)

The example here given should be regarded as maximum in size and complexity for an open table.

13. BIBLIOGRAPHICAL AND FOOTNOTE REFERENCES

The following forms are intended for both bibliographical and footnote entries. The practice of referring the reader to the biblio-

In footnotes, *ibid.* may be used to replace as much of the entry as is identical with the preceding entry. If an entry refers to the same book, chapter, or article as an earlier entry and no citation of another work by the same author intervenes, the author's name (last name first), *op. cit.*, and the specific location of the passage cited should replace a full citation. When an entry refers to a passage cited earlier and no citation of another passage by the same author intervenes, the author's name (last name first), and *loc. cit.* should replace a full citation.

In a citation of a book, the desired information should be copied from the title page, not from the cover. In a reference to a periodical, data concerning author, title, and pages should be copied from the article itself, not from the table of contents of the periodical.

When information is secured from book and periodical indexes and not from the publications themselves, the author entry should be checked for the full name of the author and, in the case of a book, for the number of pages. *The Literary Market Place*, *Books in Print*, or the *Cumulative Book Index* should be referred to for the full name of the publisher, which should be given in the form current at the time of publication.

13.1. Abstract

Anderson, William F., Jr. *The Sociology of Teaching. I: A Study of Parental Attitudes Toward the Teaching Profession.* Doctor's thesis. Iowa City: State University of Iowa, 1952. 185 pp. Abstract: *Dissertation Abstracts* 12: 692; No. 5, 1952.

Lubin, Ardic. "A Rank Order Test for Trend in Correlated Means." (Abstract) *Annals of Mathematical Statistics* 28: 254; June 1957.

Carnoy, Martin. *Educational Change: Past and Present.* (Abstract) *Intellect* 102: 401-406; March 1974.

13.2. Alphabetizing

Bibliographies should be alphabetized by author, last name first. After an author's name has once been given, a 3-em dash should be used in place of it in subsequent references (or footnote references, *if* all are listed in one place rather than on each page where a citation occurs).

Books and magazine articles by one author should be listed alphabetically by title, unless the logical sequence is by parts or dates.

Books and magazine articles *written* by an author should be listed before those *edited* by the same author. Any books or articles written and edited by the author in conjunction with others should follow.

In lists of NEA publications, general NEA publications should be first, arranged alphabetically by title; publications by NEA functional areas and committees should be second; and joint publications of the NEA and other organizations should be third.

13.3. Anthologies

Fults, Anna Carol; Lutz, Rowena; and Eddleman, Jacquie, compilers. *Readings in Evaluation: A Collection for Educators.* Danville, Ill.: Interstate Printers and Publishers, 1972. 399 pp.

Lovaas, O. I. "Interaction Between Verbal and Nonverbal Behavior." *Readings in Social Development.* (Edited by Ross D. Parke.) New York: Holt, Rinehart and Winston, 1969. pp. 428-37.

13.4 Articles

13.4.1. An article should be cited as follows:

Elkin, S. M. "Prospects for Radical School Reform." *Education* 92: 72-77; April 1972.

NOTE: When no author is given, an article should be listed as follows:

Today's Education. "Youth Speaks." *Today's Education* 61: 72; October 1972.

13.4.2. For a series of articles published in several issues of a periodical, only one reference should be made:

Eggert, Walter A. "Short-Term Financing." *American School Board Journal* 99: 40-42, 77; December 1939. 100: 29-30, February; 49-51, May; 30-31, June 1940. 101: 28, 88, September; 27-28, 94, November 1940.

Holmes, Warren S. "Economy, True and False in School Buildings." *American School Board Journal* 102: 21-22, 99, January; 45-47, February 1941.

13.5. Authors

13.5.1. When a publication has two or three authors, all of them should be named. When a publication has more than three authors, only the first should be listed, followed by "and others."

Bagley, William C., and Keith, John A. H. *An Introduction to Teaching.* . . .

Reavis, William C.; Pierce, Paul R.; and Stulken, Edward H. *The Elementary.* . . .

Benson, Charles E., and others. *Psychology for Teachers.* . . .

13.5.2. A publication that has been published by the author should be cited as follows:

Harper, F. V. *A History of the Region.* Washington, D.C.: the Author (2120 California St., N.W.), 1968. 207 pp.

13.6. **Bibliography.** A bibliography or other collection should be listed under the name of the compiler or editor when it is given; otherwise, under the name of the contributor mentioned first and if the bibliography has been printed, the title should be in italics; if the bibliography has been reproduced by a mimeograph process, the title should be in roman type with quotation marks and *(Mimeo.)* should follow the citation (see 13.24.):

Smith, John A., compiler. *Selected References on Secondary Education.* . . .

13.7. **Book Review.** Use the following style for (a) titled reviews and (b) untitled reviews.

(a) Anastasiow, Nicholas. "Now Roszak Offers Some Remedies for Alienation." Review of *Where the Wasteland Ends: Politics and Transcendence in Postindustrial Society* by Theodore Roszak. *Phi Delta Kappan* 54: 420-21; February 1973.

BEST COPY AVAILABLE

(b) Butler, Thomas A. Review of *The Beauty of the Universe* by Hans Rohr. *Science Teacher* 39: 48; December 1972.

13.8. **Books and Pamphlets.** The essentials of the citation of a book or pamphlet are as follows:

1. Author's name, as given on title page (inverted)
2. Title, as given on title page (in italics)
3. Publisher's name, with place of publication, as given on title page.
4. Date of publication, as given on title page (if not given on title page, copyright date on reverse of title page should be used)
5. Number of pages, inclusive, of chapter, section, or entire book (introductory pages numbered separately with Roman numerals should be ignored).

Gelinas, Paul J. *So You Want To Be a Teacher.* New York: Harper & Row, 1965. 184 pp.

13.9. **Census Report**

U.S. Department of Commerce, Bureau of the Census. *Estimates of the Population of the United States and Components of Population Change: 1950-1955.* Current Population Reports, Series P-25, No. 111. Washington, D.C.: the Bureau, February 23, 1955. 4 pp.

13.10. **Chapter.** Arabic numbers should be used for chapter numbers; and the title of the chapter should be included, except when reference is made to more than one chapter (see 13.49. for chapters in yearbooks):

Combs, Arthur W. *The Professional Education of Teachers: A Perceptual View of Teacher Education.* Boston: Allyn and Bacon, 1965. Chapter 6, "The Teacher's Self," pp. 58-81.

13.11. **Condensation**

Weber, C. A. "Promising Techniques for Educating Teachers in Service." *Educational Administration and Supervision* 28: 691-95; December 1942. Condensed: *American School Board Journal* 106: 32; February 1943.

13.12. Congressional Bill

U.S. 83rd Congress, 2nd Session. *S. 2723: A Bill To Provide for a White House Conference on Education.* Washington, D.C.: Senate Committee on Labor and Public Welfare, 1950.

13.13. Editor

Franklin, Marian Pope, editor. *School Organization: Theory and Practice.* Chicago: Rand McNally and Co., 1967. 489 pp.

Becker, James M. "Emerging Trends in the Social Studies." *Elementary Education: Current Issues and Research.* (Edited by Maurie Hillson.) New York: The Free Press, 1967. Chapter 11, pp. 94-101.

13.14. Editorial

Personnel and Guidance Journal. "Calibrate the Counselor." (Editorial) *Personnel and Guidance Journal* 51: 456; March 1973.

Hurd, Paul DeHart. "Integrated Science." (Editorial) *Science Teacher* 40: 18-19; February 1973.

13.15. ERIC

Larson, John C. *Extended Day-Care Attendance and First Grade School Performance.* ED 078 947. Cambridge, Mass.: Abbott Associates, April 1973. 23 pp.

Southern Regional Education Board. *Evaluating Children's Progress: A Rating Scale for Children in Day Care.* ED 078 949. Atlanta, Ga.: the Board, March 1973. 53 pp.

13.16. Excerpt

Herd, Arthur A. "Successful Practices of Individualized Instruction." *Bulletin of the National Association of Secondary School Principals* 55: 75-82; December 1971. Excerpts: *Education Digest* 37: 37-40; March 1972.

13.17. Federal Law. There are two official citations to a federal law: to the U.S. Statutes, which correspond to session laws in the states, and to the U.S. Code. Page numbers should always be used in references to the Statutes, never in references to the Code:

U.S. Statutes. Vol. 53, Chapter 281, p. 1013. 76th Congress, 1st Session, 1939.

U.S. Code, Supp. IV (1941-1945). Title 42, Chapter 6A, sec. 282, subsec. (d).

U.S. Code. Title 36, Chapter 9, sec. 141.

13.18. Film

Summer Harvest. 29 min., 16mm, sound, color and b & w film. National Education Association, Press, Radio, and Television Relations Division, 1201 Sixteenth St., N.W., Washington, D.C., 1962.

The Transplantation. 30 min., 16mm, sound, b & w film. Indiana University, NET Film Service, Audio-Visual Center, Bloomington, Ind., 1956.

13.19. Filmstrip

Managing Your Money. 45-frame color filmstrip. McGraw-Hill Book Co., Textbook Film Department, 330 W. 42nd St., New York, N.Y., 1953.

Cinderella Is Dead. 80-frame color filmstrip with sound. National Education Association Publishing, 1201 Sixteenth St., N.W., Washington, D.C., 1973.

13.20. Hearing

U.S. 84th Congress, 1st Session, Senate Committee on the Judiciary, Subcommittee To Investigate Juvenile Delinquency. *Hearings Pursuant to S. Res. 62, Investigation of Juvenile Delinquency in the United States.* Washington, D.C.: Government Printing Office, 1955. 141 pp.

13.21. Joint Committee. In references to publications produced by two or more associations or by joint committees, the organization that holds the copyright should be listed as publisher:

National Education Association and American Medical Association, Joint Committee on Health Problems in Education. *Health Education.* (Edited by Bernice R. Moss, Warren H. Southworth, and John Lester Reichert.) Fifth edition. Washington, D.C.: National Education Association, 1961. 429 pp.

National Education Association and American Medical Association, Joint Committee on Health Problems in Education. *A Story About You.* (Prepared by Marion O. Lerrigo and Helen Southard.) Chicago, Ill.: American Medical Association, 1962. 43 pp.

13.22. **Judicial Decision.** Although decisions of state and federal courts are published in several series, only the National Reporter System should be used. The citation of a decision includes the following elements: (a) the name of the case, which should be italicized unless used in a footnote; (b) the volume number of the report; (c) the abbreviated title of the reporter, (d) the number of the page on which the decision begins; and (e) the state and the year of the decision, in parentheses if a state court, the year only if a federal court. If a particular page is being referred to instead of a case as a whole, the particular page number should be given after the number of the first page of the case.

Abbreviations of the National Reporter System follow:

Atlantic—Atl. *or* A. (2d)
Northeastern—N.E. *or* N.E. (2d)
Northwestern—N.W. *or* N.W. (2d)
Southern—So. *or* So. (2d)
Southeastern—S.E. *or* S.E. (2d)
Southwestern—S.W. *or* S.W. (2d)
Pacific—Pac. *or* P. (2d)
New York Supplement—N.Y. Supp. *or* N.Y.S. (2d)
Federal Reporter—Fed. *or* F. (2d)
Federal Supplement—Fed. Supp.
Supreme Court of the United States—Sup. Ct.

Alston v. School Board of City of Norfolk, 112 F. (2d) 992 (1940)

Bopp v. Clark, 147 N.W. 172 (Iowa, 1914)

Missouri v. Canada, 59 Sup. Ct. 232,236 (1938)

13.23. **Leaflet**

National Education Association. *Learning Is Your Business.* (Leaflet) Washington, D.C.: the Association, n.d. 8 pp.

13.24. **Mimeographed Publication.** A notation should be made in parentheses following the reference: (Mimeo.)

Cordelle Teachers Association. "Negotiation Strategies Primer." Savannah, Ga.: the Association, 1973. 18 pp. (Mimeo.)

13.25. **Monograph**

National Association of Secondary School Principals. *The American High School.* Bulletin No. 208. Washington, D.C.: the Association, February 1955. 308 pp.

13.26. **Newspaper Article**

Siegel, Morris. "Siegel's World." *Washington Post,* October 15, 1972. pp. A28-30, A34.

New York Times. "Medical Educators Here Alarmed by Proposed Slash in U.S. Funds." *New York Times*, April 25, 1973, pp. 37, 70.

13.27. **Out-of-Print Publication.** A notation should be made in parentheses following the reference: (Out of print)

13.28. **Parts.** Roman numerals should be used for parts of books:

National Society for the Study of Education. *Theories of Learning and Instruction.* Sixty-Third Yearbook, Part I. Chicago: the Society, 1964. 430 pp.

13.29. **Periodical** (see 13.32. for treatment of publishers of periodicals)

13.29.1. The essentials of the citation of a periodical are as follows:

(a) Author or authors, as given with the article (If the author is not named, use the name of the periodical in roman type without quotation marks.)

(b) Title, as given in the article (As far as possible *a, and,* and *the,* which are omitted by *Education Index,* should be supplied.)

(c) Name of the periodical (in italics, omitting *The* from the title)

(d) Volume number in arabic numerals (see 13.48.2. for alternate format when volume number is missing.)

(e) Pages, inclusive numbers

(f) Date (with the month spelled out).

Rossmiller, Richard A. "The Case for Full State Funding." *Today's Education* 62: 30-32; April 1973.

13.29.2. When an entire issue of a periodical is devoted to one subject under a special title, it should be listed under the name of the periodical and the name of the editor or the issue editor should be enclosed in parentheses after the issue title which is enclosed in quotation marks.

Journal of Home Economics. "Working with the Elderly." (Mary Kay Overholt, editor.) *Journal of Home Economics* 65: 5-24; April 1973.

Social Education. "Teaching About American Indians." (Hazel W. Hertzberg, issue editor.) *Social Education* 36: 480-534; May 1972.

13.30. **Proceedings.** (a) Entire proceedings should be listed under the name of the association; (b) when an individual paper is referred to, it should be listed under the name of the individual:

(a) National Education Association. *Addresses and Proceedings, 1972.* Washington, D.C.: the Association, 1972. 849 pp.

Association for Higher Education. *Current Issues in Higher Education, 1954.* Proceedings of the Ninth Annual National Conference on Higher Education. Washington, D.C.: the Association, 1954. 321 pp.

(b) D'Evelyn, Katherine E. "How To Conduct a Parent Conference." *Forty-First Schoolmen's Week Proceedings.* Philadelphia: University of Pennsylvania, August 1954. pp. 65-73.

13.31. **Publications in a Series**

Brown, Francis J., editor. *University and World Understanding.* Report of a Conference of Fulbright Scholars on Education. Series I, Reports of Committees and Conferences, Vol. 8, No. 58. Washington, D.C.: American Council on Education, 1954. 97 pp.

Kaho, Elizabeth E. *Analysis of the Study of Music Literature in Selected American Colleges.* Contributions to Education, No. 971. New York: Teachers College, Columbia University, 1950. 74 pp.

President's Materials Policy Commission. *Foundations for Growth and Security.* Resources for Freedom, Vol. 1. Washington, D.C.: Government Printing Office, June 1952. 184 pp.

Eberle, August W. *A Brief History and Analysis of the Operation of the Educational Placement Service at Indiana University.* Bulletin of the School of Education, Vol. 31, No. 1. Bloomington: Indiana University, 1955. 30 pp.

Taylor, Stanford E. *Listening.* What Research Says to the Teacher Series. Washington, D.C.: National Education Association, 1973. 32 pp.

13.32. **Publishers.** The state should be given for small cities or when there are several cities of the same name. When the title page mentions several cities, the first one mentioned should be used. *Inc.* and *Publishers* should be omitted; *Company* should be abbreviated:

Boston: Allyn and Bacon
New York: American Book Co.

In references to periodicals, the place of publication and the publisher should be included only (a) when the periodical is local, rather than national, in distribution; (b) when two periodicals are

almost identical in name; or (c) when it seems desirable to indicate government and university periodicals:

(a) National Education Association and American Teachers Association, Joint Committee. "A Study of the Status of the Education of Negroes: Part I, Legal Status of Segregated Schools." *Bulletin* 29: 6-19; May 1954. (Montgomery, Ala.: American Teachers Association.)

(b) Gilbaugh, John W. "The Superintendency and Boards of Education." *Bulletin of Education* (University of Kansas) 8: 65-71; May 1954.

(c) Young, Anne M. "Children of Working Mothers." *Monthly Labor Review* 96: 37-40; April 1973. (Washington, D.C.: U.S. Department of Labor, Bureau of Labor Statistics.)

13.33. Reprint. The original should be used if it can be obtained. If not, the reprint should be cited as a book or pamphlet; a note should be added in parentheses, indicating that a reprint is being cited and giving such information about the original as is available:

Fine, Benjamin. *Why Our Schools Are in Serious Trouble.* New York: New York Times, 1952. 10 pp. (Reprint of articles in the *New York Times,* January 14 to 19, 1952)

13.34. Revised Edition

Ross, Clay C. *Measurement in Today's Schools.* Third edition. New York: Prentice-Hall, 1954. 485 pp.

Douglass, Harl R. *Modern Administration of Secondary Schools.* Revision and extension of *Organization and Administration of Secondary Schools.* Boston: Ginn and Co., 1954. 601 pp.

13.35. School Publications. Authorship should be determined from the title page. When there is doubt, . . . *Public Schools* should be used as author, and *Board of Education,* as publisher. The name of the school superintendent should not be used:

Wellesley Public Schools. *Annual Report of the Wellesley Public Schools for the Year Ending December Thirty-First, 1953.* Wellesley, Mass.: Board of Education, 1954. 90 pp.

Warren Public Schools. *And Gladly Teach.* 1952 Report of the Superintendent of Schools. Warren, Ohio: Board of Education, 1952. 21 pp.

13.36. Speeches

Jones, Henry W. "Education in the Modern World." Address given at the tenth annual meeting of the Middletown Educational League, Middletown, Massachusetts, May 15, 1965.

Haley, Alex. "A Unique Experience." (Speech) *Addresses and Proceedings, 1972.* Washington, D.C.: National Education Association, 1972. pp. 23-52.

13.37. State Laws. Codes and session laws should be listed under the name of the state, and the states should be listed alphabetically. The title of a state code should include the date only if the date is part of the title. The session laws should always include the year as part of the title. Page numbers should never be used in either codes or session laws unless there is no better way of identifying the law. Usually chapter number or act number is sufficient for a session law, and if a particular part of it is being referred to, subsections, subdivisions, or paragraphs may be identified by number. In the state codes, the title or the chapter number or both should be given unless the system of codification makes it unnecessary by use of identifying section numbers in sequence throughout the system. The words *Title* and *Chapter* should be capitalized whenever used. The word *section* should be written as *sec.*, not capitalized and always abbreviated in a reference; the word *part* should not be capitalized. In a few states, the title of the code includes the compiler's name; otherwise the name of the compiler should be omitted from the reference.

In a reference to a school law, the state code or session law should be cited, rather than the publication of the state department of education. If possible, the code reference should be obtained, but if it is not available, a citation to the school law as issued by the department of education should, in general, follow the rules for citations to the code and session laws:

Remington's Revised Statutes of Washington, Annotated, 1932. Title 28, sec. 4884-92.

Wyoming Revised Statutes, 1932, Annotated. Chapter 99, sec. 913.

Iowa Code of 1946. Chapter 272.

Consolidated Laws of New York. Chapter 16, sec. 503, part 4.

13.38. State Publications

Montana State Department of Public Instruction. *Your Schools Today and Goals for Tomorrow.* Biennial Report of the Superintendent of Public Instruction of Montana, 1952-1954. Helena: the Department, 1954. 101 pp.

Nolan, William J. *Building a Community's Curriculum for the Mentally Handicapped.* Bulletin No. 58. Hartford: Connecticut State Department of Education, May 1952. 24 pp.

13.39. **Subtitles.** In general, subtitles should be included. (See 10.4.6. for punctuation and 2.2. for capitalization.)

13.40. Supplements to Periodicals

Reeves, Floyd W. "Education and National Defense." *Ninth Educational Conference, 1940.* Educational Record, Vol. 22, Supplement No. 14. Washington, D.C.: American Council on Education, January 1941. pp. 12-22.

13.41. Surveys

Utah Public School Survey Commission. *A Survey of the Utah Public Elementary and Secondary School System.* An Interim Report to the Governor, Legislative Council, and Legislature. Salt Lake City: the Commission, February 1953. 288 pp.

Strayer, George D., and Yavner, Louis E., directors. *Administrative Management of the School System of New York City.* Report of Survey of the Board of Education and the Board of Higher Education. New York: Mayor's Committee on Management Survey of the City of New York, October 1951. 51 pp.

13.42. **Symposium.** A parenthetical notation should be used:

Potter, Gladys L., and others. "How Can We Help Emergency Teachers?" (Symposium) *Educational Leadership* 1: 9-12; October 1943.

13.43. Test

Spitzer, H. F., and others. *Iowa Every-Pupil Test of Basic Skills: Test A, Silent Reading Comprehension.* (Elementary Battery) Boston: Houghton Mifflin Co.

13.44. Thesis (see 13.1. for treatment of abstracts)

Kirkpatrick, Ervin E. *Problems in the Use of Instructional Films.* Master's thesis. Pittsburg: Kansas State Teachers College, 1940. 146 pp. (Typewritten)

Kleinmann, Jack H. *Fringe Benefits for Public School Personnel: A Comparative Study of Principles and Practices in Education, Government, and Private Employment.* Doctor's Thesis. New York: Columbia University, Teachers College, Bureau of Publications, 1962. 178 pp.

13.45. Translation

Az-Zarnuji, Burham ad-Din. *Instruction of the Student: The Method of Learning.* (Translated by G. E. Von Grunebaum and Theodora M. Abel.) New York: King's Crown Press, 1947. 78 pp.

13.46. U.S. Office of Education Publication. When an individual author's name is given on the title page, that should be used; otherwise, *U.S. Department of Health, Education, and Welfare, Office of Education,* should be listed as the author:

Hutchins, Clayton D.; Munse, Albert R.; and Booher, Edna D. *Federal Funds for Education, 1952-53 and 1953-54.* U.S. Department of Health, Education, and Welfare, Office of Education, Bulletin 1954, No. 14. Washington, D.C.: Government Printing Office, 1954. 130 pp.

U.S. Department of Health, Education, and Welfare, Office of Education. "Statistics of Special Education for Exceptional Children, 1952-53." *Biennial Survey of Education in the United States: 1952-54.* Washington, D.C.: Government Printing Office, 1954. Chapter 5, 78 pp.

13.47. Unpublished Material. The title of the work should appear in Roman type with quotation marks rather than in italics, and a notation should be made in parentheses following the reference: (Unpublished)

13.48. Volume

13.48.1. Arabic numerals should be used for volume numbers:

Mollenkott, Virginia R. "The Open Examination." *Today's Education* 61: 49-50; October 1972.

13.48.2. When the volume number of a magazine article is missing, the entry should be rearranged as follows:

> Viele, John A. "Let Us Go Forward Together." *Virginia Journal of Education*, April 1946. pp. 337-38, 410.

NOTE: It is often preferable to use this style for weekly, biweekly, and monthly publications, which may be more easily located by date than by volume number, especially if they are unbound.

13.48.3. The paging of several volumes in one publication should be indicated as follows:

> Chitty, Dennis, editor. *Control of Rats and Mice.* New York: Oxford University Press, 1954. Vol. 1, 338 pp. Vol. 2, 244 pp. Vol. 3, 240 pp.

> President's Materials Policy Commission. *Resources for Freedom.* Washington, D.C.: Government Printing Office, 1952. Vol. 105, 819 pp.

> Churchill, Sir Winston. *History of the English-Speaking Peoples: The Birth of Britain.* New York: Dodd, Mead & Co., 1956. Vol. 1, 521 pp.

13.49. Yearbook

> Wisniewski, Richard, editor. *Teaching About Life in the City.* Forty-Second Yearbook. Washington, D.C.: National Council for the Social Studies, 1972. 307 pp.

> Stensland, Per G. "The Classroom and the Newspaper." *Mass Media and Education.* Fifty-Third Yearbook, Part II, National Society for the Study of Education. Chicago: University of Chicago Press, 1954. Chapter 10, pp. 217-42.

NOTE: When referring to a chapter in a yearbook that does not list the author of the chapter, the association or society name should be used as author, and the chapter should be referred to at the end of the entry (see also 13.10. for treatment of chapters):

> Association for Supervision and Curriculum Development. *Growing Up in an Anxious Age.* 1952 Yearbook. Washington, D.C.: the Association, 1952. Chapter 10, "Migratory Populations and Youth," pp. 155-84.

14. IDENTIFICATION ON NEA-PRODUCED MATERIALS

14.1. Print Materials

14.1.1. Books, Booklets, and Leaflets

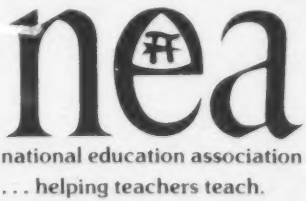
14.1.1.a. Front Cover. The front cover should always carry only the title, nonstaff author (if appropriate), and one of the following: (a) the NEA logo (in either of the three approved versions), (b) A National Education Association Publication, or (c) National Education Association.

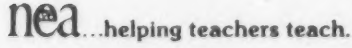
(a)

14.1.1.b. Back Cover. The back cover should always carry either (a) the NEA logo (in either of the three approved versions) or (b) A National Education Association Publication.

14.1.1.c. Position of Goal or Support Area Name. The name of a goal or support area may be used on (a) the title page, (b) a credits or acknowledgments page, or (c) the back cover. In no case should it be larger than the form of NEA identification used.

14.1.1.d. NEA Theme. The NEA theme (in either of the three approved versions) should always appear at least once (usually on the back cover) of all nonsale items. The rationale for this is that nonsale items are normally produced for primary distribution to NEA members, where the theme should be promoted. Sale items, which normally reach a broad cross-section of the teaching profession and the general public, should concentrate on promoting the Association as a source, rather than as a service.





14.1.2. Circular Materials. Circulars, including newsletters and tabloid-type publications, should carry the NEA identification as specified at 14.1.1.a. on the most prominent part of the publication, usually where its source is identified. When the name of a goal or support area is used to identify the origin of the publication, that name should be no larger than the NEA identification.

14.2. Audiovisual Materials

14.2.1. Films and Filmstrips. As appropriate, apply the rules given at 14.1.1.a. and 14.1.1.b. to the opening and closing frames.

14.2.2. Audio Materials. The following should be used at the opening or closing of the product:

> Produced by [for] the National Education Association,
> Washington, D.C.

15. TITLE PAGE AND REVERSE

15.1. Title Page. Since the title page, not the cover, is the usual source of information for bibliographical citations, it is necessary to include on that page the full title, any author's name, and the name of the publishing unit. The address of the publishing unit may be printed on the title page, the reverse, or both.

15.2. Reverse of Title Page. This page should include the copyright notice, Library of Congress catalog card number (if desired), and stock number.

15.2.1. Copyright. When a copyright is desired, the copyright notice should be printed on the reverse side of the title page. The name of the copyright holder and the year of publication must be included. The National Education Association holds the copyright for its own publications; national affiliates and associated organizations hold the rights to their own publications. If a revised edition contains substantial alterations or additions, a new copyright can be obtained for it. In this case, it is advisable to include the date of copyright of the older material as well as of the new:

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